DOCUMENT RESUME

ED 084 992 HE 004 882

AUTHOR	Slocum, Joel B., Ed.
TITLE	The Admission and Academic Placement of Students From Selected Countries of Latin America. A Workshop Report. Argentina, Chile, Ecuador, Peru.
INSTITUTION	American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE	[73]
NOTE	128p.
AVAILABLE FROM	National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washingtn, D.C. 20009 ($2.50)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Admission (School); *Admission Criteria; *Foreign Students; *Higher Education; *International Education; Placement; Student Exchange Programs; Workshops
IDENTIFIERS	Argentina; Chile; Ecuador; *Latin America; Peru

ABSTRACT

This is the report of the workshop on the admission and academic placement of students from selected Latin American countries. The participants and resource persons examined selected foreign educational systems in some detail, with particular regard to the entrance of students, who are products of those systems, into higher education in the United States. The aim of the workshop was to produce admissions and placement recommendations for circulation to the United States academic community. In this report, the background sections for each country are presented, along with recommendations for each country's students. After the preface, the report contains general admission and academic placement recommendations; then specific information about the following countries: Argentina; Chile, Ecuador, and Peru. The information includes characteristics of the education systems of each country, the grading system, sample credentials, and chart of the educational systems. Appendices includes workshop staff, participants and observers, and an overview of the Puerto Rican higher education situation. (Author/PG)

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THE ADMISSION AND ACADEMIC PLACEMENT OF STUDENTS FROM SELECTED COUNTRIES OF LATIN AMERICA

A Workshop Report

ARGENTINA

CHILE

ECUADOR

PERU

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The Admission and Academic Placement of Students From Selected Countries of Latin America

A WORKSHOP REPORT

ARGENTINA
CHILE
ECUADOR
PERU

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

AMERICAN ASSOCIATION OF
COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

PREFACE

This is the report of the workshop on the admission and academic placement of students from selected Latin American countries held at the Student Center of the University of Puerto Rico, Río Piedras Campus, from November 30 to December 11, 1970. The workshop was co-sponsored by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for Foreign Student Affairs (NAFSA), and was the fifth in a series. Three previous workshops on Asian and Pacific countries were held at the East-West Center of the University of Hawaii in 1965, 1967 and 1969; one on Central and South American countries was held at the University of Puerto Rico in 1968.

The twenty-four participants in the workshop, all having some concern with the admission of foreign students, were selected from the twelve geographical regions of NAFSA, and included members of both NAFSA and AACRAO. A list of their names may be found in Appendix A. As in past workshops of this type, the participants joined with resource persons to examine selected foreign educational systems in some detail, with particular regard to the entrance of students who are products of those systems into higher education in the United States. The aim of the workshop was to produce admissions and placement recommendations for circulation to the United States academic community through this report and through subsequent regional workshops.

The format of the workshop provided for two days' study of each of the four countries. On the first day, there were presentations by the "counterpart" resource person (an educator from the country concerned) on the historical and educational background of the country and the educational system today, and by the United States resource person on factors of concern to United States admissions officers in dealing with applications. On the second day, the participants applied the knowledge gained from the presentations to the study of actual cases, with the guidance of the resource persons, and made recommendations regarding admission and academic placement. The resource persons are also listed in Appendix A.

In the report, the Background sections for each country were written by the editor, largely from material provided by the counterpart resource persons, except for the Educational Background sections of the Argentina and Perú reports, which were written by Cassandra Pyle and Kenneth Rogers, respectively. The rest of each country's section was written by the country study group under the supervision of the United States resource person, and with the help of the counterpart resource person. (The participants were divided into four study groups, six to each country. The study group members are listed on the introductory page of each major section of the report.) The recommendations for each country represent a consensus of all the participants.

Financial support for the workshop was provided by the Bureau of Educational and Cultural Affairs of the Department of State, the Policy Committee of the Admission Test for Graduate Study in Business, the Ford Foundation, the Starr Foundation, the Tinker Foundation, the College Entrance Examination Board, and the I.B.M. World Trade Corporation. NAFSA and AACRAO are deeply appreciative of this support. The associations are also extremely grateful to the University of Puerto Rico, Río Piedras Campus, for providing meeting facilities in its Student Center, and to the Puerto Rico office of the College Entrance Examination Board and its Director, Jorge Dieppa, for invaluable logistical support.

The editor, who also served as the workshop's Project Director, wishes finally to extend his special thanks to Adolfo Fortier, Executive Director for Latin American Programs of the Puerto Rico office of the College Entrance Examination Board, for his countless contributions to the success of the workshop as its Administrative Director; to Jorge Dieppa for leading a session on the College Board's testing program in Puerto Rico and the admission of Puerto Rican students to stateside institutions, a report of which is given in Appendix B; to Sanford Jameson of the New York office of the College Entrance Examination Board for leading a session on testing in general; to the eight resource persons for the uniformly high quality of their presentations and their leadership; and last, but by no means least, to the participants for their commitment to the goals of the workshop and their hard work towards realizing them. He is certain that the admissions officers for whom this report is intended as a guide will share his gratitude.

Joel B. Slocum
Editor

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GENERAL ADMISSION AND ACADEMIC PLACEMENT RECOMMENDATIONS

In addition to the specific recommendations for each country, the Second Latin American Workshop participants agreed upon a number of general recommendations which apply to all the countries studied. These recommendations are as follows:

I. APPLICATION MATERIALS

A. *The use of some kind of preliminary application form (such as the "Request for Application Material" published and distributed by the Institute of International Education, 809 United Nations Plaza, New York, New York 10017), should be considered by admissions officers.* Such a form, which does not require the submission of documents, permits an initial screening which may save both applicant and institution a good deal of time and trouble.

B. *A detailed, chronological account of the applicant's educational background should be required.* This will facilitate the compilation of a complete file on the applicant before making admissions and academic placement decisions, the importance of which was stressed again and again at the workshop, as it has been at past workshops.

C. *Syllabus and examination details can be very helpful aids in admission and academic placement, especially of undergraduate transfer and graduate applicants.* Those provided directly by institutions are preferable, but those provided by the student himself may also be useful.

D. *Objective tests such as the Scholastic Aptitude Test (SAT) and Achievement Tests, Admission Test for Graduate Study in Business (ATGSB), and Graduate Record Examination (GRE), may be helpful additional aids to admission and academic placement.* The scores of such tests must, of course, be interpreted carefully in the case of a foreign applicant, preferably in the light of his score on the Test of English as a Foreign Language (TOEFL). Scores should generally be taken as positive indicators when high, but not necessarily as negative ones when low.

E. *In the area of finances, institutions should consider using two forms developed by the College Scholarship Service (CSS) of the College Entrance Examination Board (CEEB): the "Declaration and Certification of Finances" and the "Financial Aid Application for Students from Foreign Countries."* The former is for fully or partially self-sponsored applicants; the latter is intended to replace the Parents' Confidential Statement (PCS) used for domestic students. The forms may be ordered from CSS, c/o Educational Testing Service, Princeton, New Jersey 08540.

F. *Documents in the original Spanish should be required in addition to certified translations.* Evaluators should work from the original Spanish with the aid of the translation, and should be wary of attempts in translations to express Latin American degrees or titles and grades in United States terms. They should also not attempt to express degrees or grades in United States terms for record-keeping purposes. No exact equivalences of either exist.

II. ENGLISH PROFICIENCY

The Test of English as a Foreign Language (TOEFL) should be required of all Latin American applicants.

III. ELIGIBILITY IN OWN COUNTRY FOR HIGHER EDUCATION

A student's eligibility for higher education in his own country is sometimes thought to be a useful criterion when considering his application for study in the United States. *It was not thought generally to be such, however, for applicants from the countries studied in the Second Latin American Workshop.* Such eligibility may be a helpful positive indicator of success in the United States, but lack of it should not necessarily be construed negatively. In the countries studied, space limitations control the access of secondary school graduates to higher education, so entrance requirements are usually set arbitrarily high.

Furthermore, admissions officers should not be overly concerned with an exact correspondence of years of schooling between the applicant's country and the United States (e.g., twelve years of primary/secondary schooling, sixteen years of primary/secondary/higher education). It is more important to arrive at a sound judgment of the level and quality of an applicant's preparation.

IV. ADVANCED STANDING

As a general rule, caution should be exercised in granting advanced standing. Additional advanced standing can always be granted later if it seems warranted.

V. JUNIOR COLLEGE APPLICANTS

The Second Latin American Workshop was unique in having two representatives of junior colleges among its participants (Gerald Hickey and Walter Markiewicz). As a result of their experience at the workshop, they formulated the following recommendation:

The "open door" admissions policy of junior colleges, while entirely valid for native students, should not be applied to non-immigrant foreign students.

Junior colleges are a unique aspect of United States higher education, and were not planned with foreign students in mind. They must therefore develop and implement procedures which will admit only those non-immigrant foreign students who are scholastically able and who can benefit from terminal or transfer programs. To do anything less is a disservice to the student, the junior college, and the senior institution which may admit him on the basis of his junior college record. ("Non-immigrant" is emphasized in the preceding in order to imply recognition of the fact that in some cases the "open door" policy may be judiciously applied to the immigrant already in the United States.)

ARGENTINA

United States Resource Person

Cassandra Pyle

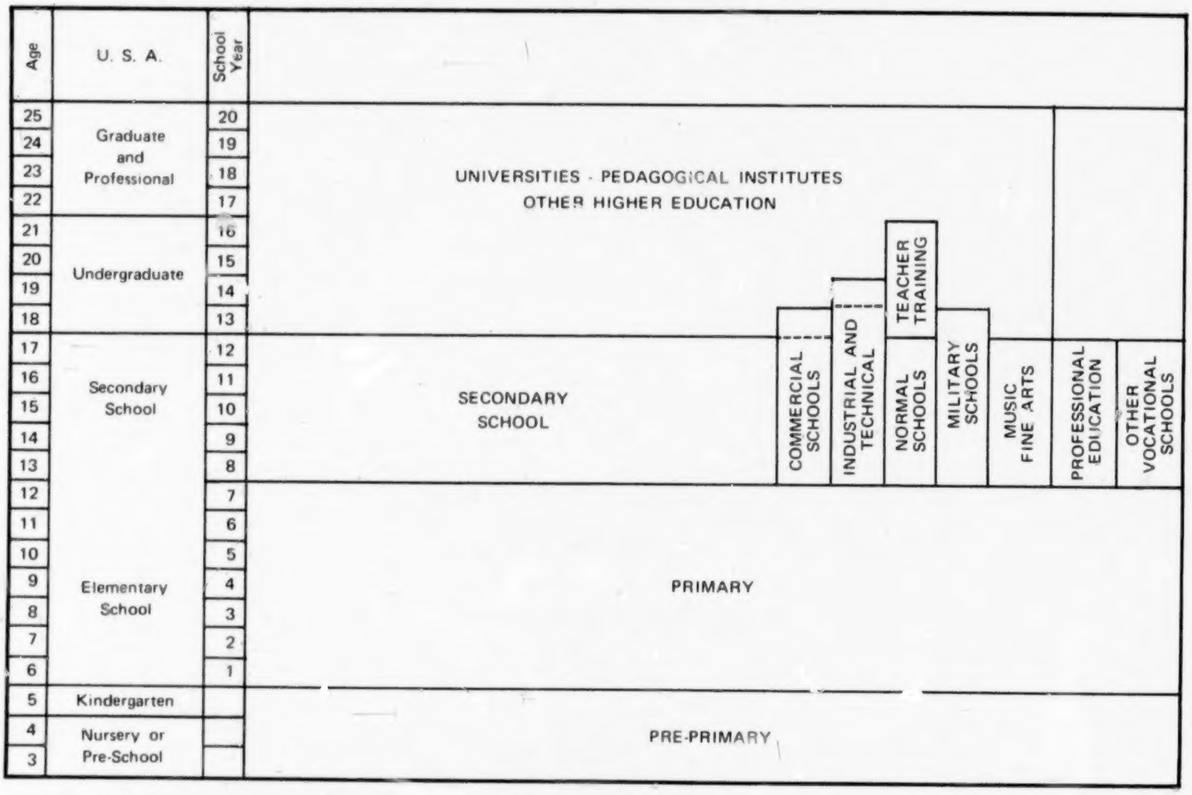
Counterpart Resource Person

Gustavo Cirigliano

Study Group

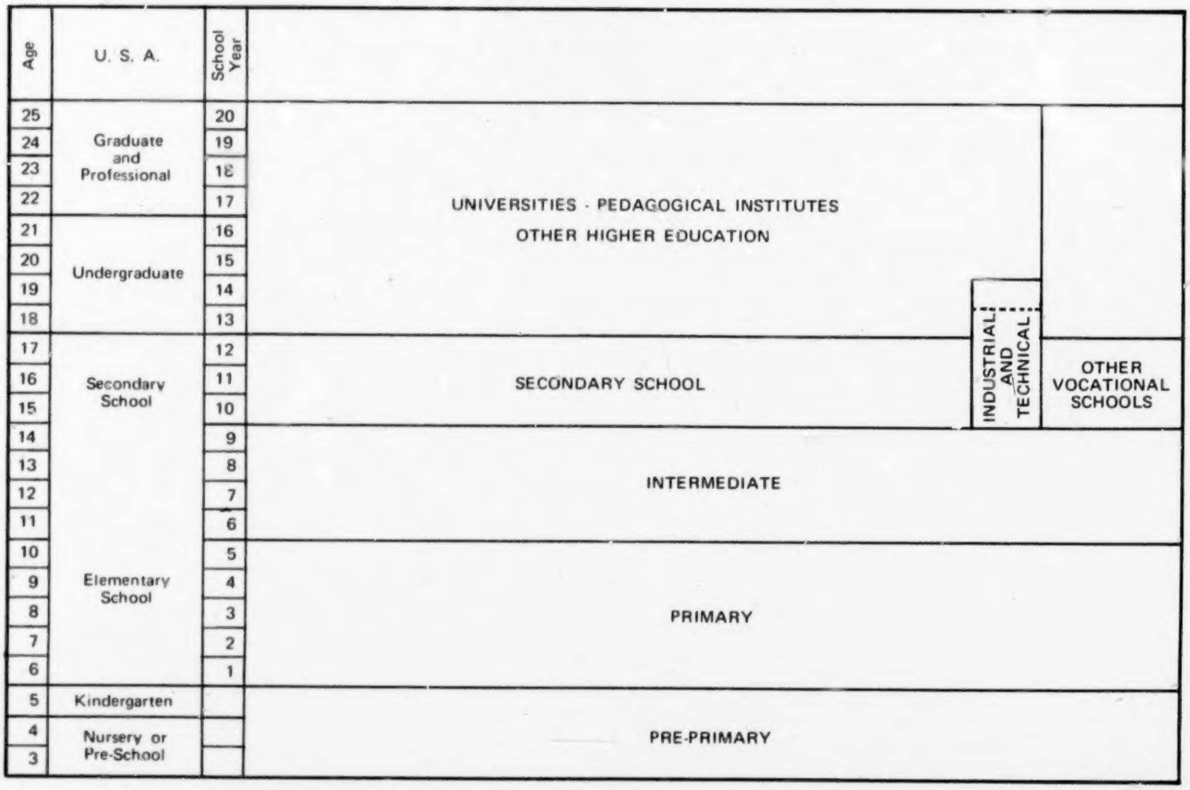
Mary Dimond
Alfred Fernandez
Marlon Gerould
Alan Margolis
Stephen Ryer
Candace Wyman

I. CHART 1—ARGENTINE EDUCATIONAL SYSTEM PRIOR TO 1971



Age	U. S. A.	School Year	
25	Graduate and Professional	20	UNIVERSITIES · PEDAGOGICAL INSTITUTES OTHER HIGHER EDUCATION
24		19	
23		18	
22		17	
21	Undergraduate	16	
20		15	
19		14	TEACHER TRAINING
18		13	
17	Secondary School	12	SECONDARY SCHOOL COMMERCIAL SCHOOLS INDUSTRIAL AND TECHNICAL NORMAL SCHOOLS MILITARY SCHOOLS MUSIC FINE ARTS PROFESSIONAL EDUCATION OTHER VOCATIONAL SCHOOLS
16		11	
15		10	
14		9	
13		8	
12	Elementary School	7	PRIMARY
11		6	
10		5	
9		4	
8		3	
7		2	
6		1	
5	Kindergarten		PRE-PRIMARY
4	Nursery or Pre-School		
3			

I. CHART 2—ARGENTINE EDUCATIONAL SYSTEM SINCE 1971



Age	U. S. A.	School Year	
25	Graduate and Professional	20	UNIVERSITIES · PEDAGOGICAL INSTITUTES OTHER HIGHER EDUCATION
24		19	
23		18	
22		17	
21	Undergraduate	16	
20		15	
19		14	
18		13	INDUSTRIAL AND TECHNICAL
17	Secondary School	12	SECONDARY SCHOOL OTHER VOCATIONAL SCHOOLS
16		11	
15		10	
14		9	INTERMEDIATE
13		8	
12	Elementary School	7	
11		6	
10		5	PRIMARY
9		4	
8		3	
7		2	
6		1	
5	Kindergarten		PRE-PRIMARY
4	Nursery or Pre-School		
3			

ARGENTINA

II. BACKGROUND

A. General. Argentina, located in the southernmost part of South America, has a population of about 24,050,000. The people are Spanish-speaking, and mostly of the Roman Catholic faith. A very large number of people are descendants of Spaniards and Italians who immigrated after 1870. Buenos Aires, the capital, has, with its environs, a population of about 8,000,000, and is the seat of most of the economic and political power of the country.

Argentina was a colony of Spain from 1515 to 1810. This period was characterized by complete political, and significant cultural and economic, dependence on Spain. Two main routes for trade and the movement of people developed which have figured in Argentine history ever since. One was from Córdoba in the north-central part of the country through the northernmost provinces of Salta and Jujuy to Bolivia and Perú; the second was from Buenos Aires to Asunción, Paraguay. These routes gave rise to two sets of interests which have often been in conflict. Geographically, the opposition was between interior and coast; ethnically, between *gaucho* (cowboy) and immigrant.

Buenos Aires did not always have its present pre-eminence. Only with time did its importance grow during the colonial period, as a result of its being the seat of a viceroy, and the increasing importance of sea trade. Its growing significance as a port led the British twice to attempt to capture it, but they failed both times. Nevertheless, the Argentines were becoming more and more desirous of being free of Spain's control.

The impulse toward independence, getting stronger in Argentina as in all of Spain's colonies, and encouraged by Great Britain, finally resulted in the First Junta's seizure of power in 1810. The First Junta was based in Buenos Aires, and sent out two expeditionary armies along the traditional routes mentioned above to rally support in the interior for the new regime. Meanwhile, ties with Spain loosened, and complete separation occurred in 1816.

Argentina's modern history begins in 1810. The first forty or so years were marked by civil wars in which local *caudillos* (leaders) led rebellions against the attempted domination of Buenos Aires, and then by the accession to power of an absolute ruler, Rosas. He, as a representative of the *ganaderos* (cattle ranchers) of the province of Buenos Aires, and with the support of the *caudillos* of the interior, was able for awhile to impose order upon chaos. During his tenure, there was a strong feeling of nationalism in the country, and a determination not to become politically or economically dependent upon England or France. Rosas' attempt to find an enduring political solution for Argentina's problems failed, however, and he was succeeded by a regime which established, in 1853, a constitutional government and inaugurated an attempt to "modernize" Argentina. Henceforth, the country's development would be dominated by Buenos Aires and the coastal, as opposed to interior, set of interests.

To the politicians of the new movement—such men as Alberdi, Sarmiento, Urquiza—"modernizing" Argentina essentially meant Europeanizing it. Two ways to that end were to be followed: first, Argentina would enter into the economic orbit of Great Britain, supplying that country with food and raw materials and receiving manufactured goods in return; and second, a change would be effected in the population to create a new man for a new country. In regard to the latter, it was felt that the traditional Argentine citizen, a product of the Spanish-colonial culture, was not equal to the task of modernization. Immigration was therefore to be encouraged, to furnish a new kind of person, and education was to be expanded, to train the new person in the skills and ways of thinking necessary to achieve modernization. The basis for all this was to be a constitution which would provide a legal framework for facilitating immigration and guaranteeing civil liberties, freedom of trade, and education for everyone.

The constitution of 1853 thus initiated a "National Project" phase of Argentine history which lasted until 1930. The Project was in full swing by 1880, by which time immigration had begun in earnest (in the ninety years from 1869 to 1959, the population increased twelve-fold, from about 1,700,000 to about 20,000,000). Also, the ascendancy of Buenos Aires, with its outlook to Europe, was well established over the interior. A large harbour was built, and railroads radiating inland from Buenos Aires were under construction.

The period from 1880 to 1912 was one of consolidation in which political power was wielded by representatives of an oligarchy composed largely of wealthy, conservative land-owners. The economy grew, and was more and more dependent upon Great Britain; socially and culturally, the country became increasingly like a modern European one. The combination of immigration and expanded education gave rise to a middle class where previously there had existed only the few rich and the many poor.

The political power of the middle class, whose interests were opposed to those of the ruling oligarchy, had grown sufficiently by 1912 to bring about passage of a law of universal suffrage and the election, in 1916, of a president representing it, Yrigoyen. World War I, however, initiated a process of decline which led to a military coup in 1930. The constitutional framework which had supported the National Project for so long was first weakened by Great Britain's own economic decline following the war, and then further undermined by the Great Depression of the late twenties.

For the next thirteen years, the military regime, and the civilian administration which followed it, tried to revert to the oligarchical conservatism which had prevailed up to 1912. But industrialization was increasing, and with it the numbers of the urban proletariat. The political power of the latter was such by 1945 as popularly to elect Juan Perón, a military leader who had had several important positions in the military government of the two preceding years.

In the economic realm, the United States had by this time effectively replaced Great Britain as the chief outside influence on Argentina.

During the ten years of Perón's rule, the economy was nationalized, light industry was developed, and various social reforms were instituted. Discontent and factionalism, however, had also grown, and resulted in a military coup in 1955. Since then, alternating military and civilian regimes have attempted to set Argentina on a new course, without success. It remains to be seen whether recent popular revolts, as in Córdoba in 1969, and in Tucumán and Salta in 1970, aimed at overthrowing the traditional dominance of Buenos Aires, will result in a new synthesis of the old conflicting interests of coast and interior, or whether the country will split, perhaps violently, along those same lines.

B. **Educational.** During Argentina's colonial period there was little significant educational development except for the establishment of the University of Córdoba in 1613. This institution, the first for higher education in the country and one which preceded any others by two hundred years, was founded by the Jesuits. They were expelled from the country, however, shortly after this time, and the Spanish crown thereafter oversaw the running of the university.

In 1821, during the period of anarchy described in the above historical summary, the University of Buenos Aires was founded. No other university growth occurred until the end of the century.

The period of constitutional organization brought with it national concern for education. Although this period was marked by close economic ties with England, the predominant cultural models were France and Spain, and their influence is to be seen in the development of educational institutions.

Two major educators, Bartolomé Mitre and Domingo Sarmiento, were responsible for some significant educational developments. Mitre established the Colegio Nacional (secondary-level education) in 1863; Sarmiento established normal schools for teacher training in 1870. Sarmiento was greatly influenced by the United States educator Horace Mann, and the latter's concept of teacher training colleges.

In 1884 a law was passed making education free, compulsory for at least seven years, non-confessional, and common for all. Private education is permitted (especially at the secondary level—a very large number of secondary schools are private); all education remains, however, under the direct or indirect control of the national government. In less than one hundred years Argentina has achieved a literacy rate of over 90%.

As universal suffrage came about in the early years of the 20th century, a similar movement in favor of greater participation was evident in certain educational circles. The University Reform Movement at Córdoba in 1918 was significant, for it led the way for university students to claim autonomy, shared governance of the universities, free attendance, and other reforms. Since that time, university students have continued to be active in university politics and in many instances they have had a decisive voice.

Education has continued to expand at all levels, including substantial growth at the university level. During the Perón administration universities were open to all, and to supplement existing institutions, the National Technical University was established. Its chief purpose was to serve workers who were able to attend classes only at night.

Prior to 1958, there were no private universities in Argentina. With the passage of a law permitting private institutions to be established and award degrees, there emerged a large number of universities in the private sector. Since that time there has also been a great scientific and technological development at the University of Buenos Aires, the largest institution in the country (about 40% of all university students in the country are enrolled there).

A current educational reform plan includes provision for nine years of compulsory education, an intermediate level to follow the primary with options for students who do not expect to continue on to secondary education, and a program to up-grade the preparation of primary school teachers. Plans are also under consideration for establishing new public universities in order to relieve some of the tremendous over-crowding at many of the public institutions in the major cities.

It is apparent that political factors in Argentina will always have some effect on the educational climate and the possibilities for educational development. The efficacy of educational reform must, therefore, be viewed in light of the political situation and the country's ability to follow through with proposed reforms in order to achieve announced goals.

III. EDUCATIONAL SYSTEM TODAY

Chart 1 shows the current educational system which is in its last year in this form. It includes:

Pre-elementary level—two or three years
Elementary or primary level—seven years and compulsory
Secondary level—usually five years, with several streams
Higher and university level—four and more years for university, two to five years for other higher education.

Only a very small number of children attend pre-elementary schools. Most of them belong to well-to-do families and live primarily in urban areas.

The official elementary school is free, common, and non-confessional. Since 1884 when compulsory education was declared, a great effort has been made to develop this level. Approximately 90% of the age group enter education at the elementary level, but less than half of those who enter complete the cycle.

The secondary level is not compulsory. Students who have completed the elementary program can proceed on to this level. Only about 25% of the age group enroll. There are a number of streams or tracks on this level, but the majority of students select the *Bachillerato* (the traditional academic stream), normal or teacher training, commercial, or technical-industrial. All four of these tracks lead to university entrance, but this is not true of all forms of secondary level education.

On the level of higher education there are universities, *Institutos Superiores* (teacher training institutes), which prior to the current educational reform trained only kindergarten and secondary level teachers, fine arts schools, and special technical or professional training schools. About 10% of the university age group attends some form of higher education.

Most universities are public or official and are free for all admitted students. These institutions include both national and provincial universities. There are, however, a growing number of private universities, which charge tuition. The vast majority of students (85%) attend public universities or institutes of higher education.

Chart 2 gives a brief outline of the new structure which was announced in 1969, begun in 1970 in a limited number of schools, and will be expanded to all schools by 1975.

The pre-elementary level will remain the same—two to three years. There are no plans for making special efforts to expand enrollment at this level. The elementary level will be a five-year program consisting of two cycles—three years plus two years—but the entire cycle will be continuous. A new curriculum is being prepared for this level. Attendance will be compulsory.

An intermediate level has been introduced. It is of four years' duration, with two cycles of two years each. A common curriculum has been planned which will include the learning of labor skills. This level of education will also be compulsory; the number of years of compulsory education will thus be increased from seven to nine.

Secondary education will be of three years' duration and not compulsory. It will be diversified into several streams or tracks. The normal school stream has been eliminated. The graduate of a secondary school will receive the diploma of *Bachiller, plus* a certificate of his specialization (commerce, science, humanities, etc). The technical-industrial schools, which are not included in the secondary level reform, will still award the title of *Técnico*.

On the university and other levels of higher education there are also changes. All teacher training will take place on the post-secondary level. Teachers for the primary schools will be trained at *Institutos Superiores de Formación Docente* in a two-year program.

New public national and provincial universities will be established to take some of the enrollment pressures off those already in existence. Perhaps as many as twelve universities will be established. They will have a primary emphasis on science and social sciences, especially economics.

IV. SPECIAL CHARACTERISTICS AND QUALITY FACTORS

Secondary Education—Special Characteristics

The school year runs from April through November, and the student spends approximately thirty to thirty-five hours a week in school. Only a very few schools offer a full day program; most have two shifts, and some have a third in the evening. Private schools tend to be smaller than public schools. Although there are some schools with excellent facilities, they are few in number. Without over-generalizing about the state of secondary education, it can be said that most classrooms are over-crowded, libraries and laboratory facilities are not adequate, and even ordinary classroom supplies and books are often difficult to obtain.

With the exception of those in about seventy experimental schools in the entire country, secondary school teachers are part-time, many (often referred to as "taxi professors") having jobs at several schools and others teaching only one subject and having other forms of employment. Most teaching is done by formal lecture; there is little, if any, discussion with students in class, and much of a student's study time is spent in rote memorization of lecture notes.

Although most of primary and higher education is public, a very large percentage of secondary level education is private. This in itself is a form of self-selective screening for continuation on to university or other forms of higher education.

Because Argentina has such a large number of both public and private secondary schools, it is difficult to present guidelines which would help to determine the quality of individual institutions. There are, however, some general characteristics which may assist in evaluation. Secondary schools attached to universities (preparatory schools) are considered of high quality. With regard to public schools, national secondary schools are generally stronger than provincial schools. Bi-national schools are also generally strong. It should be noted that United States schools, such as there are, do not operate within the Argentine system but are North American in nature.

It would be presumptuous, and perhaps not even possible, to try to give a complete list of schools which are considered of good quality. The list of schools below is not exhaustive by any means, but rather a sampling of some good to excellent schools in a number of the major cities.

Buenos Aires	Adoratices
	Belgrano Day School
	Carlos Pelegrini Commercial School (under the University of Buenos Aires)
	Colegio Nacional (under the University of Buenos Aires)
	del Salvador (under the University del Salvador)
	Don Bosco
	Escuela Argentina Modelo
	Ford Motor Company Industrial School
	Franco-Argentine School
	Lasalle
	Mallinkrodt
	Michaelham
	Otto Krause Industrial School
	Santa Unión
	St. George's
Córdoba	Belgrano Commercial School (under the University of Córdoba)
	IKA Industrial School of the Kaiser Renault Company

Córdoba (Cont.)	Instituto Secundario "Saul Taborda" Liceo Militar (Air Force) Monserrat (under the University of Córdoba) Taborín
La Plata	Colegio Nacional (under the University of La Plata) Liceo de las Señoritas (under the University of La Plata)
Santa Fé	Industrial School of the University of the Litoral
Tucumán	Gimnasio del Universidad de Tucumán Liceo Sarmiento (under the University of Tucumán)

Traditional Academic Secondary School *(Liceo/Colegio)*

The traditional academic secondary school offers a five-year program which leads to the *Bachillerato* upon completion. The curriculum in this stream is set by the Ministry of Education and is standardized throughout the country. In a few institutions there is a six-year curriculum leading to the degree of *Bachillerato Especializado* (specialized). The additional year enables students to study certain subjects more intensively, but not at a more advanced level. In other cases, the sixth year represents a year of preparation for university entrance examinations.

The curriculum for the *Bachillerato* has not changed since 1956 when it was adopted in its present form. The same is true for the normal school curriculum. Under the current educational reform there will be changes in the curriculum, with particular emphasis on allowing more time for optional subjects, both academic and such non-academic ones as creative arts, chorus, shop, etc. The new curriculum is still in the planning stages and sample curriculums have not been circulated. It can be assumed, nevertheless, that the required academic subjects will remain standardized.

The curriculum for the first three years of secondary education (*enseñanza secundaria*) is given below.

	Hours per Week		
Year	I	II	III
Spanish	5	5	4
Foreign language (French or English)	3	3	3
Mathematics	5	5	4
Elements of Physics and Chemistry	—	—	2
Biological sciences (first year, Botany; second, Zoology; third, Anatomy and Physiology)	2	2	2
Geography (first year, Elements of Physical and Astronomical Geography, with some treatment of Geology, Asia, and Africa; second, Europe and Oceania; third, Elements of the Geography of America and particularly of Argentina)	3	3	3
History (first year, ancient and medieval; second, modern and contemporary, with special reference to Spain and America; third, Argentina)	4	4	4
Democratic education	2	2	2
Drawing	2	2	2
Music	2	2	2
Practical activities	2	2	2
Physical education	2	2	2
Total	32	32	32

The second cycle (*segundo ciclo*) or fourth and fifth years of the *Bachillerato* differs somewhat from the other forms of secondary education in that it is primarily an academic program with all courses related to preparation for university entrance.

	Hours per Week Year IV	V
Literature (Spanish in fourth year; Argentine and Latin American in fifth)	3	3
Second foreign language (English for those who took French in the first cycle; French or Italian for those who took English)	4	4
Mathematics (fourth year, Arithmetic and Algebra 2 hours, Solid Geometry 2 hours; fifth year, Trigonometry 2 hours, Cosmography 2 hours)	4	4
Physics	3	3
Chemistry (inorganic and Elements of Mineralogy in fourth year, organic in fifth)	3	3
Biological sciences (fourth year, Anatomy and Physiology; fifth year, Hygiene; in girls' schools, first aid and child care)	3	2
Geography of Argentina (physical in fourth year; political and economic in fifth)	2	2
History (fourth year, political and social institutions in America and in the present territory of Argentina until 1810; fifth year, political and social institutions in Argentina since 1810)	3	3
Democratic education	2	-
Civic instruction	-	3
Philosophy (general, and Psychology in fourth year; Logic and some Ethics and Metaphysics in fifth)	3	3
Music	2	-
Physical education	2	2
Total in 1956	34	32

Normal Schools *(Escuelas Normales)*

Graduates of *escuelas normales* are awarded the title of *Maestro* or *Maestra*. These graduates are qualified to teach primary schools or to pursue higher studies at the universities or higher teacher training institutes. The first three years of the curriculum are identical with that of the *Bachillerato* program. Approximately forty percent of the work taken in the last two years is devoted to teacher education. In 1971 this stream was discontinued and all candidates interested in teaching, whether on the primary or secondary level, are to pursue their secondary studies through the *Bachillerato* stream. All teacher training is now being offered at the post-secondary level.

The following is the standard curriculum for the fourth and fifth years of the teacher training program. These two years are often referred to as the *Ciclo del Magisterio* (teacher training cycle).

	Hours per Week Year IV	V
Pedagogy	3	-
Didactics	3	-
Special didactics	-	3
Practice teaching	-	6

	Hours per Week Year IV	V
Educational policy (legislation and school organization)	-	3
General history of education	3	-
General psychology	3	-
Educational psychology	-	2
Philosophy	-	2
History of Argentina (political and social institutions)	2	-
Democratic education	-	2
History of Argentina (arts, letters, sciences, economics)	-	2
Civic instruction	3	-
Geography of Argentina	2	2
Anatomy (nervous system, hygiene, child care, first aid)	3	-
Spanish (language and literature)	2	3
Mathematics (arithmetic and algebra)	2	-
Mathematics (solid geometry)	-	2
Physics	2	-
Chemistry	-	2
Music	1	1
Physical education (with didactics and practice classes)	3	3
Home economics (girls) and Handicrafts (boys)	-	1
Total in 1956	32	34

Commercial Schools *(Escuelas Comerciales)*

Graduates of *escuelas comerciales* are awarded the title of *Perito Mercantil* which means Expert in Commerce. These graduates are eligible to pursue higher studies at Argentine universities; the majority of students enter the Faculty of Economic Sciences. The duration of the program is five years for those who attend day school and six years for those who go part-time at night. The curriculums for the day *(diurno)* and night *(nocturno)* programs are identical. The basic cycle curriculum is similar to the *Bachillerato*, but approximately forty percent of the second cycle curriculum is devoted to commercial subjects. Beginning in 1974 graduates of the commercial stream will be awarded the *Bachillerato* with a specialization in commerce.

The basic cycle curriculum for both the day and night programs is given below.

Day Program	Hours per Week Year I	II	III
Spanish	4	4	3
Foreign language (French or English)	3	3	3
Mathematics (same as in Basic Cycle plus exercises in Business Arithmetic)	6	6	6
Elements of Physics and Chemistry	-	-	2
Biological sciences (same as in Basic Cycle)	2	2	2
Democratic education	3	3	-
Geography (same as in Basic Cycle)	3	3	3
Civic instruction	-	-	3
History (same as in Basic Cycle plus references to the History of Business)	3	3	3

	Hours per Week		
Day Program (Cont.) Year	I	II	III
Music	1	1	-
Typing	-	-	2
Penmanship and Drawing	3	2	-
Accounting	3	4	4
Physical education	2	2	2
Total	33	33	33

	Hours per Week			
Night Program Year	I	II	III	IV
Spanish	3	3	3	3
Foreign Language	3	2	2	2
Mathematics	6	4	4	4
Elements of Physics and Chemistry	-	-	-	2
Biological sciences	-	2	2	2
Geography	-	3	3	3
History	3	2	2	2
Civic instruction	-	-	3	-
Democratic education	3	3	-	-
Music	1	1	-	-
Typing	-	-	-	2
Penmanship and drawing	3	2	1	-
Accounting	3	2	2	4
Total	25	24	22	24

The second cycle or last two years is as follows.

	Hours per Week	
Day Program Year	IV	V
Literature	3	-
Foreign Language (French or English, continuation of the first cycle)	3	3
Mathematics	3	3
Physics	2	-
Technology of trade (with elements of Chemistry in fourth year)	4	4
Geography (fourth year, Argentine, physical, and human; fifth year, elements of general Economic Geography and Economic Geography of Argentina)	2	2
Hygiene and first aid, plus elements of child care in girls' schools	2	-
Law	3	-
Commercial law	-	3

Day Program (Cont.)	Year	Hours per Week IV	V
Administrative law and fiscal legislation		-	2
Organization of trade and of the firm		-	3
Political economy		-	2
Accounting		5	6
Stenography		3	2
Typing		2	2
	Total	32	32

The commercial school curriculum is thought to be especially outdated by some in terms of preparation for future work. There are plans to revise it, but they have yet to be realized.

Academic Records for the Bachillerato, Normal, and Commercial Streams

A standard form provided by the Ministry of Education is used for all official academic records. A sample of the form is included in this report. If the school is a private institution, the word *privado* appears in the format at the top of the form, but basically the private and public school forms are the same. Certification of the title at the completion of the program is entered on the form. It can appear on either the front or back. An additional certificate of the secondary school degree is not necessary, for this standardized form is the official means of recording the degree.

In secondary schools grades are given on a numerical scale from one to ten. Rank in class is not given.

Technical Schools (*Escuelas Industriales*)

Graduates of *escuelas industriales* are awarded the title of *Tècnico* and are eligible to pursue higher studies at universities in Argentina; the majority enter the engineering faculties. The industrial school curriculum has a higher percentage of specialized subjects than any of the above streams. It does, however, provide sufficient academic course work for students to be considered for admission to appropriate programs offered at United States colleges and universities.

The day curriculum is six years; the evening curriculum (part-time) is seven. The programs are identical in course work. These schools are under the supervision of the National Council of Technical Education (*Consejo Nacional de Educación Tècnica*). The academic record will appear on the official forms of the National Council of Technical Education.

A sample of the curriculum for the technical schools is not given here but can be seen in the sample form for the official academic record which is reproduced elsewhere in this report. Each specialization within the technical and industrial schools (i.e., mechanics, electricity) will have a larger number of courses in that area than in the others.

Required Academic Credentials at the Freshman Level

1. Secondary school record on the official form of the Ministry of Education or the National Council of Technical Education. A special diploma is not required as the title awarded is noted on the academic record. Admissions officers should not accept a translation unless it is accompanied by the official Argentine record.

2. TOEFL—admissions officers should not accept statements concerning English language proficiency from the many language schools in lieu of TOEFL scores.

3. Letters of recommendation—as secondary school teachers are part-time and often do not know their students personally, letters of recommendation may not be significant. Each institution, however, will want to decide if they are helpful.

4. A Curriculum Vitae.

5. Scholastic Aptitude Tests, Achievement Tests, or other American College Tests—in order to obtain additional objective data, institutions may wish to require one or more of these tests.

Higher Education—Special Characteristics

Argentina's enrollment in universities and higher education institutes represents approximately 23% of the entire Latin American population in higher education. It is second only to the United States in the number of university students in relation to the size of the population; but the country slips to tenth place in the number of students who complete higher education. The wastage is high. Because it is customary for most secondary school graduates from the academic streams (*Bachillerato*, *Normal*, and *Comercial*) to register for universities, they often do so even if they have no firm intention of pursuing studies. In some faculties as many as 20% of an entering class may never even take examinations.

The universities are heavily committed to programs of preparation for professional careers, and in those professions of highest prestige will be found the overwhelming number of students—medicine, accountancy and law in that order; next are education, architecture and engineering.

Over 85% of Argentine university students attend the national universities. A very small number attend the provincial universities, and among the private universities only three have any sizeable enrollment—Católica, Salvador, and the Catholic University of Córdoba. Because most students attend higher education in the geographic area in which they live, the largest student populations are in the major cities.

A university campus as we know it in the United States does not exist in Argentina, except at a very few new institutions, although attempts are being made to develop more campuses as institutions grow and change. By and large the traditional Argentine university is divided into faculties *(Facultades)*, which are separate schools or divisions of the institution. Each faculty, which offers its own basic courses as well as the specializations within the field, are often physically separated from each other by many miles. Many of the general comments about secondary education are also true of many universities—overcrowded and inadequate buildings, poor libraries and laboratory facilities. Most university professors are still part-time, although efforts are being made to reduce their number.

Preparatory Course for University Entrance Examinations *(Preparatorio)*

All universities have entrance examinations. These examinations are prepared by the individual faculties of a given university and are not the same from one faculty to another. Students take a preparatory course *(preparatario)* to prepare for the entrance examinations. These courses are usually taken concurrently with the last year of secondary school. The courses carry no university credit in Argentina and should not be considered for advanced standing credit in the United States. Students will not be able to present records of grades for the préparatory course. Their performance will be measured by whether or not they gain university admission in their own country.

Universities

There are three types of universities in Argentina: national, provincial, and private. Universities vary in quality as do the faculties within them. National universities are usually stronger than the provincial institutions and generally have higher academic standards. The standards of private universities are too varied to permit any generalizations. While age is not always a reliable indicator of the quality of an institution, the older universities often tend to be stronger than the newer ones. The private institutions of best quality include the Catholic University of Buenos Aires (Católica), the University del Salvador in Buenos Aires, and the Catholic University of Córdoba.

The following list of universities was complete at the time of compilation. It should be noted that the list includes a number of institutions which have been provisionally authorized. Most of the provisional institutions are relatively new and after a passage of time many of them will, no doubt, be fully authorized. The entire list should not be considered exhaustive, for new institutions are being established every year. A copy of the complete listing of universities can be obtained from: Consejo Nacional de Investigaciones Cientificas y Técnicas, Rivadavia 1917, Buenos Aires, Argentina. The title of the publication is *Guía de Carreras Universitarias y de Enseñanza Superior en La Argentina.*

Universities in Argentina (branch campuses given in ( ))

National Universities

Universidad de Buenos Aires, Buenos Aires
Universidad Nacional de Córdoba, Córdoba (Santiago del Estero)
Universidad Nacional de Cuyo, Mendoza (San Juan, San Luis, Bariloche)
Universidad Nacional de La Plata, La Plata
Universidad Nacional del Litoral, Santa Fé (Paraná)
Universidad Nacional del Nordeste, Corrientes (Resistencia, Posadas)
Universidad Nacional de Rosario, Rosario
Universidad Nacional del Sur, Bahia Blanca (Trelew)
Universidad Nacional de Tucumán, Tucumán (Salta)
Universidad Tecnológica Nacional—eleven branch faculties (Buenos Aires, Avellaneda, Bahia Blanca, Córdoba, La Plata, Mendoza, Resistencia, Rosario, San Nicolas, Santa Fé, Tucumán)

Provincial Universities

Universidad Provincial de Buenos Aires, Mar del Plata
Universidad de La Pampa, Santa Rosa
Universidad del Neuquen, Neuquen
Universidad Provincial "Domingo Faustino Sarmiento," San Juan

Private Universities

Universidad Católica Argentina, Buenos Aires
Universidad Del Salvador, Buenos Aires
Instituto Tecnológico de Buenos Aires, Buenos Aires
Universidad del Museo Social Argentino, Buenos Aires
Universidad Católica de Córdoba, Córdoba
Universidad "Juan Agustín Maza," Mendoza
Universidad de Mendoza, Mendoza
Universidad Católica de Cuyo, San Juan
Facultad de Ciencias Aplicadas a la Industria, Dirección General de Escuelas, San Rafael (Mendoza)
Universidad Católica de Mar del Plata "Stella Maris," Mar del Plata
Universidad Católica de Santa Fé, Santa Fé
Instituto Universitario de Santiago del Estero Anexado a La Universidad Católica de Santa Fé, Santa Fé
Universidad de la Patagonia "San Juan Bosco," Comodoro Rivadavia (Chubut)
Universidad del Norte "Santo Tomas de Aquino," Tucumán

New Private Universities Which Have Been Provisionally Authorized

Universidad de Morón, Morón
Universidad Católica de Salta, Salta
Universidad Argentina de la Empresa, Buenos Aires
Instituto de Altos Estudios Agropecuarios de Rio Cuarto, Rio Cuarto
Universidad Católica de La Plata, La Plata
Instituto Universitario de Tandil, Tandil
Universidad de Belgrano, Buenos Aires

Universidad Notarial Argentina, La Plata
Universidad Argentina "John F. Kennedy"
Instituto de Enseñanza Superior del Aconcagua, Mendoza
Centro de Altos Estudios en Ciencias Exactas, Buenos Aires

University degree programs vary in length, with five to six years being typical. The types of degrees are as follows:

1. Professional titles which are awarded at the end of the degree program. (Examples include *Profesor*—Teacher; *Ingeniero*—Engineer; *Abogado*—Lawyer.)

2. The academic degree of *Licenciado*. This is a first degree in some fields. In others it is a second degree which follows a professional title.

3. Post-graduate degree of *Doctorado*. This degree is awarded upon presentation of a thesis.

4. Titles awarded for short term programs. The duration of these programs is normally from one to three years.

Required Academic Credentials—Undergraduate Transfers

1. Secondary school academic records on the official form of the Ministry of Education or the National Council of Technical Education—a diploma is not required as this title for secondary education is noted on the academic record. Admissions officers should not accept a translation unless it is accompanied by the official Argentine record.

2. TOEFL—admissions officers should not accept statements concerning English language proficiency from the many language schools in lieu of TOEFL scores.

3. Letters of recommendation—as secondary school teachers are part-time and often do not know their students personally, letters of recommendation may not be significant.

4. A Curriculum Vitae.

5. Scholastic Aptitude Tests, Achievement Tests, or the American College Tests—in order to obtain additional objective data, institutions may wish to require one or more of these tests.

6. University academic record—if students have completed a short term program it is necessary to obtain a copy of the diploma as well as the record of courses for the program. It is possible for students to have attended universities for a number of years and have only completed a few courses. A sample of a university record is shown in this report.

Required Academic Credentials—Graduate Level

1. Official university record—the student cannot present an original; however, the university can always supply a copy certified by the Academic Secretary. Admissions officers should not accept a translation unless it is accompanied by the officially certified university record. A sample university record is shown in this report.

Caution A student may present a record of partial examinations *(parciales)*. These represent mid-term examinations and do not represent the final grade. Unless the course title and a single grade (final grade) appears on an official university record, it should not be assumed that the course has been completed.

2. A certified copy of the student's diploma—it cannot be assumed that the degree has been completed unless the diploma is presented. The degree certification does not normally appear on the university record. A sample of a university diploma is included in this report.

3. Letters of recommendation—as professors often do not know their students personally, letters of recommendation may not be significant. However, letters should be requested and individual institutions should determine their usefulness.

4. TOEFL—admissions officers should not accept statements concerning English language proficiency from the many language schools in lieu of TOEFL scores.

5. Graduate Record Examination—institutions may wish to require this or other tests in order to obtain additional objective data.

6. A detailed statement of proposed plan of study in the United States.

Other Institutions of Higher Education

There are two other types of institutions of higher education. One type is the teacher-training institute *(Instituto Superior de Profesorado)* which prepares teachers for pre-primary, primary (beginning in 1971), secondary, and special education. Some examples of teacher training degrees and their duration are listed below. Programs at these institutes are full-time.

Profesor de Educación	four years
Profesor de Enseñanza Secundaria, or *Profesor de* (special subject such as *Matemática, Inglés*, etc.)	four years
Profesor de Educación Elemental or *Profesor de Enseñanza Primaria*	two years plus half-year practice teaching
Profesor de Jardín de Infantes (Kindergarten)	two years

A diploma is awarded at the completion of these programs, and an official record of the courses taken and grades received can be presented by the student.

The other type of specialized institute trains high-level technicians or prepares individuals for specific professions (social work, librarianship, fine arts, medical technology, etc.). A diploma is awarded at the completion of these programs. An official record of the courses taken and grades received can be obtained.

V. GRADING SYSTEM

The same grading system is used for both secondary and higher education. It is shown below. Several suggestions of approximate equivalents to United States grades are also given. Some faculties put the grade of "1" in the same category as "2" and "3" and use "0" for *Reprobado*. However, none of the marks for the last two categories is considered a pass.

A mark of *Insuficiente* or *Reprobado* will not always appear on the record from a university (and the corresponding number grade will almost never appear on a secondary school record). The usual practice is to enter only the passing mark.

The secondary school grades are always given in numbers. University and other higher education grading can be given either as numbers or concept grades. It will be seen on the records in either column or book form. There is no consistent pattern within a given institution. Two samples of university records are included in this report.

When reviewing Argentine records it should be kept in mind that the full range of marks is used in grading and the grades of 8, 9, and 10 are often given where the work is of sufficient quality to merit it.

The Argentine examination system for both secondary and higher education still consists largely of an oral examination with the questions being selected at random from a large number. It is possible that a rather good student might score only in the 6 and 7 range but not very likely that a mediocre student will score 8.5, 9 and above.

Concept Grade		Number Grade		Suggestions for U.S. Equivalencies
Sobresaliente	(Excellent)	10	A	A= 9 - 10
Distinguido	(Very Good)	9 - 8	A-/B+	B= 7.5 - 8.9
Bueno	(Good)	7 - 6	B /B-	C= 5.0 - 7.4
Aprobado	(Passing)	5 - 4	C /C-	D= 2.0 - 4.9
Insuficiente	(Insufficient)	3 - 2	D	
Reprobado	(Failure)	1	F	

VI. RECOMMENDATIONS

1. Secondary school graduates with a *Bachillerato* who have obtained a general average of 7.00 may be considered for admission at the freshman level with no advanced standing.

2. Graduates of normal schools who have obtained a general average of 7.00 may be considered for admission at the freshman level with no advanced standing.

3. Graduates of commercial schools who have obtained a general average of 7.00 may be considered for admission at the freshman level with no advanced standing.

4. Graduates of industrial schools who have obtained a general average of 7.00 may be considered for admission at the freshman level with no advanced standing.

5. Students who have completed five or more courses at an Argentine university may be considered for undergraduate admission if their average is 7.00. Advanced standing may be granted on a course-by-course basis only for courses which have been completed at the Argentine university with a minimum grade of 7.00. In evaluating courses, admissions officers should be cautioned against equating the high number of class hours with an equivalent number of United States credit hours.

6. Students who have completed short-term course programs at the institutes or at the universities may be considered for undergraduate admission with advanced standing granted on a course-by-course basis. The courses should have been completed with a minimum grade of 7.00. In evaluating courses, admissions officers should be cautioned against equating the high number of class hours with an equivalent number of United States credit hours. Many of these short-term programs are highly specialized in nature and the applicability of the student's previous program to his proposed field of study must be carefully reviewed.

7. Graduates of four-year teacher training institutes with an average grade of 7.50 may be considered for graduate admission with no advanced standing.

8. Graduates who hold the first university degree (a minimum of four years) may be considered for graduate admission with no advanced standing if they have obtained an average grade of 7.50.

9. Graduates who hold the *Licenciado* as a *second* university degree may be considered for graduate admission with advanced standing determined on a course-by-course basis if they have attained an average grade of 7.50.

10. Graduates who hold the *Doctorado* may be considered for graduate admission with advanced standing determined on a course-by-course basis if they have attained an average grade of 7.50.

VII. GLOSSARY

Abogado	Lawyer (degree title)
Aprobado	Passing (grading scale)
Apuntes	Notes of a professor's lecture (can be purchased)
Bachillerato	Degree granted after completion of secondary school
Bachillerato Especializado	Degree showing additional year of specialization in secondary school (total thirteen years)
Bueno	Good (grading scale)
Carreras cortas y intermedias	Short-term courses following secondary school
Ciclo Básico	Basic cycle—first three years of secondary school
Ciclo Superior	Last two (or three) years of secondary school
Colegio	Secondary school (normally for boys if not co-ed)
Contador Público	Public Accountant
Distinguido	Very good (grading scale)
Escuelas Comerciales	Commercial schools
Escuelas Industriales	Industrial schools
Escuelas Normales	Teacher-training schools, secondary level
Enseñanza Profesional	Secondary education for girls not leading to university admission (i.e., dressmaking, technicians)
Exámenes Parciales	Partial or mid-term examinations
Excelente	Excellent (grading scale)
Facultad	School or academic division of a university
Fecha	Date
Firma	Signature
Horas semanales	Class hours per week
Ingeniero	Engineer (degree title)
Institutos Superiores de Formación Docente	Teacher training institutes for primary school teachers which are to be established under the current educational reform
Instituto Superior de Profesorado	Higher teacher-training institute
Insuficiente	Insufficient (grading scale)
Jardín de Infantes	Kindergarten
Licenciado	Licence—university degree (usually 4-5 years)
Liceo	Secondary school (usually for girls)
Maestro	Teacher—usually refers to primary level
Magisterio	Adjective pertaining to the teaching profession
Perito	Expert—title granted upon completion of studies in a trade or vocational program
Perito Mercantil	Expert in commerce—title granted upon completion of a commercial secondary school
Preparatorio	Preparatory course for university entrance examinations
Profesor	Teacher—usually in secondary school; also refers to professors in higher education
Promedio	Average (grades)

Prueba	Test
Reprobado	Failure (grading scale)
Sobresaliente	Excellent (grading scale)
Técnico	Technician—title awarded a graduate of an industrial or technical school
Título	Title or degree

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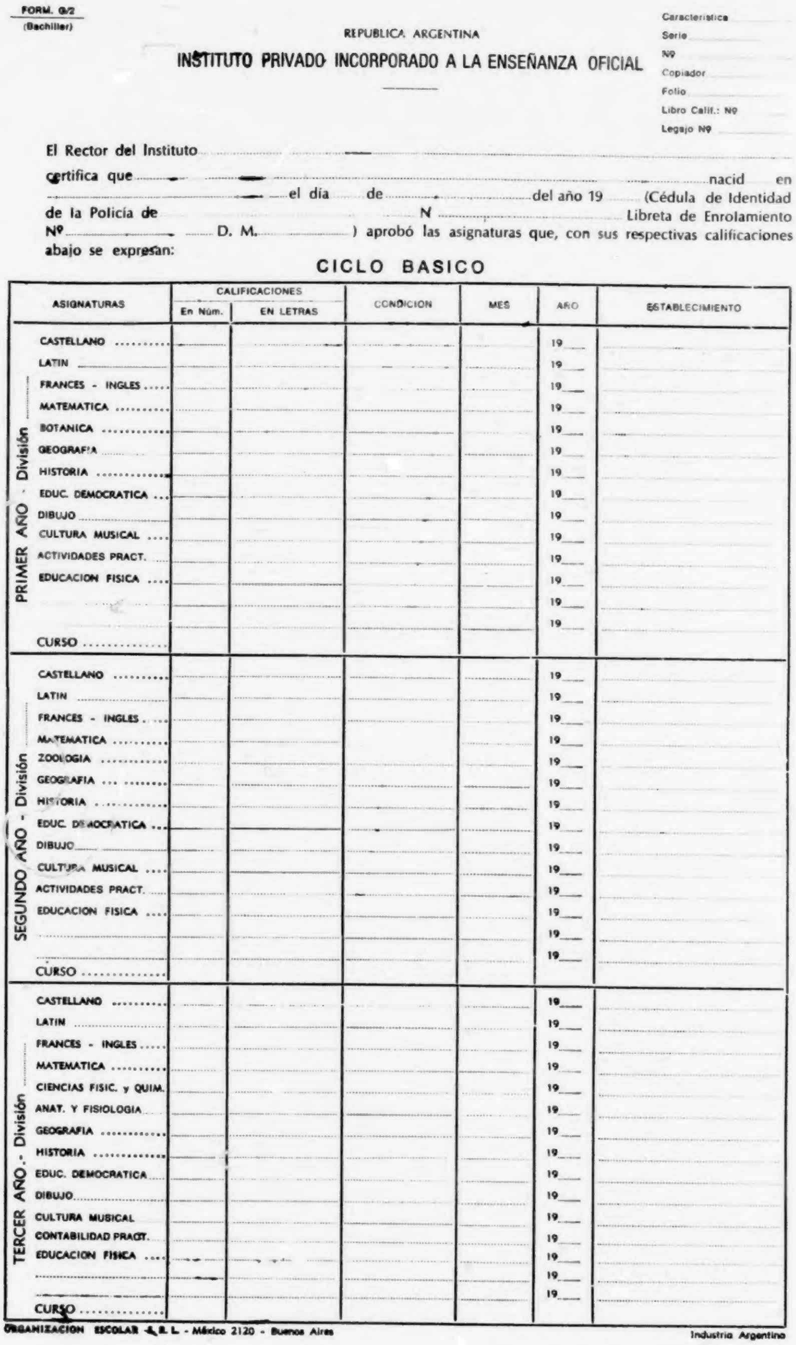
IX. SAMPLE CREDENTIALS



FORM. G/2
(Bachiller)

REPUBLICA ARGENTINA

INSTITUTO PRIVADO INCORPORADO A LA ENSEÑANZA OFICIAL

Caracteristica
Serie
Nº
Copiador
Folio
Libro Calif.: Nº
Legajo Nº

El Rector del Instituto

certifica que nacid en el día de del año 19 (Cédula de Identidad de la Policía de N Libreta de Enrolamiento Nº D. M.) aprobó las asignaturas que, con sus respectivas calificaciones abajo se expresan:

CICLO BASICO

ASIGNATURAS		CALIFICACIONES		CONDICION	MES	AÑO	ESTABLECIMIENTO
		En Núm.	EN LETRAS				
PRIMER AÑO - División	CASTELLANO					19	
	LATIN					19	
	FRANCES - INGLES					19	
	MATEMATICA					19	
	BOTANICA					19	
	GEOGRAFIA					19	
	HISTORIA					19	
	EDUC. DEMOCRATICA					19	
	DIBUJO					19	
	CULTURA MUSICAL					19	
	ACTIVIDADES PRACT.					19	
	EDUCACION FISICA					19	
						19	
						19	
	CURSO						
SEGUNDO AÑO - División	CASTELLANO					19	
	LATIN					19	
	FRANCES - INGLES					19	
	MATEMATICA					19	
	ZOOLOGIA					19	
	GEOGRAFIA					19	
	HISTORIA					19	
	EDUC. DEMOCRATICA					19	
	DIBUJO					19	
	CULTURA MUSICAL					19	
	ACTIVIDADES PRACT.					19	
	EDUCACION FISICA					19	
						19	
						19	
	CURSO						
TERCER AÑO.- División	CASTELLANO					19	
	LATIN					19	
	FRANCES - INGLES					19	
	MATEMATICA					19	
	CIENCIAS FISIC. y QUIM.					19	
	ANAT. Y FISIOLOGIA					19	
	GEOGRAFIA					19	
	HISTORIA					19	
	EDUC. DEMOCRATICA					19	
	DIBUJO					19	
	CULTURA MUSICAL					19	
	CONTABILIDAD PRACT.					19	
	EDUCACION FISICA					19	
						19	
						19	
	CURSO						

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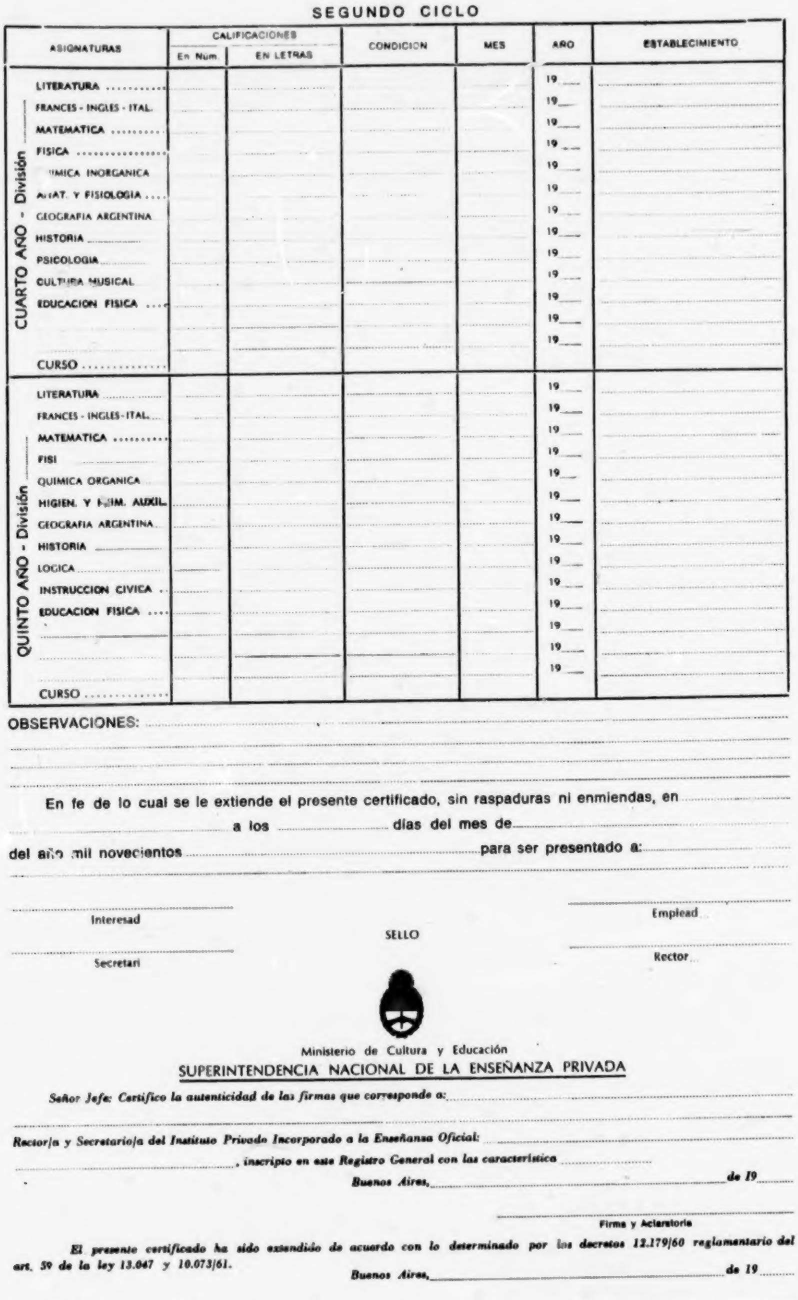
Figure 1—Sample of the academic record used for the *Bachillerato*, normal, and commercial streams.



SEGUNDO CICLO

	ASIGNATURAS	CALIFICACIONES		CONDICION	MES	AÑO	ESTABLECIMIENTO
		En Núm.	EN LETRAS				
CUARTO AÑO - División	LITERATURA					19 ___	
	FRANCES - INGLES - ITAL.					19 ___	
	MATEMATICA					19 ___	
	FISICA					19 ___	
	QUIMICA INORGANICA					19 ___	
	ANAT. Y FISIOLOGIA					19 ___	
	GEOGRAFIA ARGENTINA					19 ___	
	HISTORIA					19 ___	
	PSICOLOGIA					19 ___	
	CULTURA MUSICAL					19 ___	
	EDUCACION FISICA					19 ___	
						19 ___	
						19 ___	
	CURSO						
QUINTO AÑO - División	LITERATURA					19 ___	
	FRANCES - INGLES - ITAL. ...					19 ___	
	MATEMATICA					19 ___	
	FISI					19 ___	
	QUIMICA ORGANICA					19 ___	
	HIGIEN. Y PRIM. AUXIL.					19 ___	
	GEOGRAFIA ARGENTINA					19 ___	
	HISTORIA					19 ___	
	LOGICA					19 ___	
	INSTRUCCION CIVICA ..					19 ___	
	EDUCACION FISICA					19 ___	
						19 ___	
						19 ___	
						19 ___	
	CURSO						

OBSERVACIONES: ....

En fe de lo cual se le extiende el presente certificado, sin raspaduras ni enmiendas, en .... a los .... días del mes de .... del año mil novecientos .... para ser presentado a: ....

....
Interesad

....
Emplead

SELLO

....
Secretari

....
Rector

Ministerio de Cultura y Educación

SUPERINTENDENCIA NACIONAL DE LA ENSEÑANZA PRIVADA

Señor Jefe: Certifico la autenticidad de las firmas que corresponde a: ....

Rector/a y Secretario/a del Instituto Privado Incorporado a la Enseñanza Oficial: ....

........................, *inscripto en este Registro General con las característica* ....

Buenos Aires, ... *de 19* ......

....
Firma y Aclaratoria

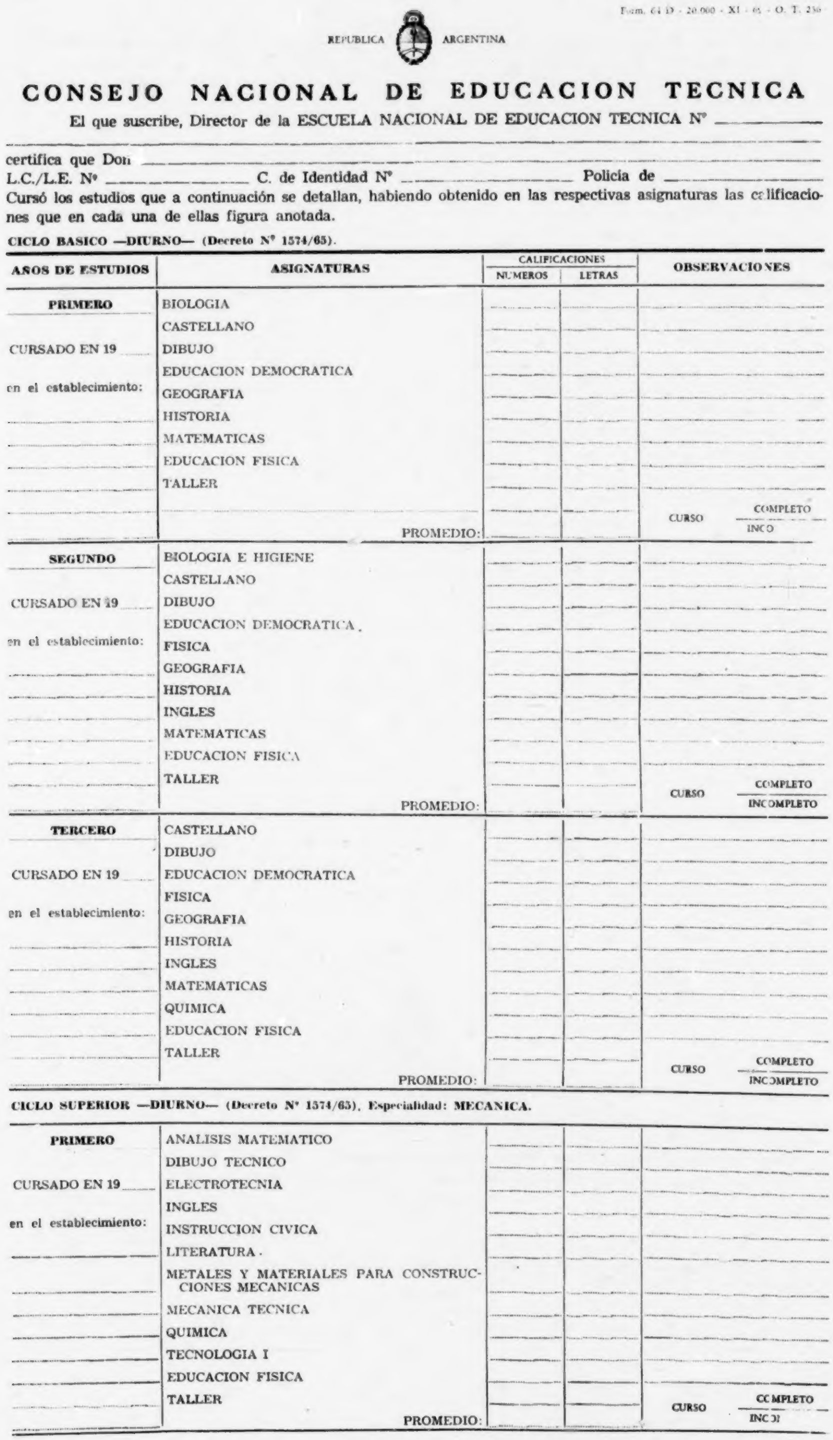
El presente certificado ha sido extendido de acuerdo con lo determinado por los decretos 12.179/60 reglamentario del art. 59 de la ley 13.047 y 10.073/61.

Buenos Aires, ... *de 19* ......

Sello

....
Firma y Aclaratorio

Figure 2—Reverse side of record used for the *Bachillerato*, normal, and commercial streams.



Form. 64 D - 20.000 - XI - 65 - O. T. 256

REPUBLICA ARGENTINA

CONSEJO NACIONAL DE EDUCACION TECNICA

El que suscribe, Director de la ESCUELA NACIONAL DE EDUCACION TECNICA Nº ______

certifica que Don ______

L.C./L.E. Nº ______ C. de Identidad Nº ______ Policía de ______

Cursó los estudios que a continuación se detallan, habiendo obtenido en las respectivas asignaturas las calificaciones que en cada una de ellas figura anotada.

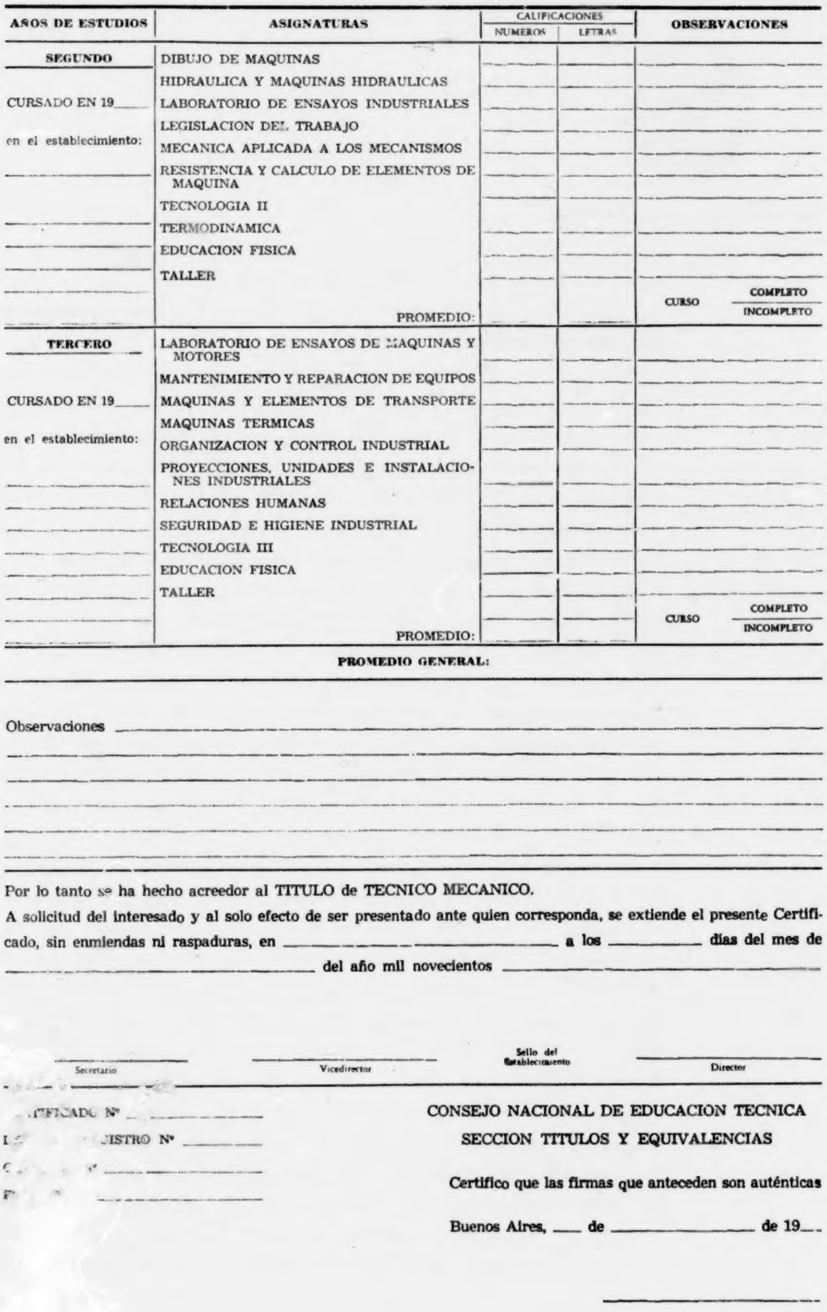
CICLO BASICO —DIURNO— (Decreto Nº 1574/65).

AÑOS DE ESTUDIOS	ASIGNATURAS	CALIFICACIONES		OBSERVACIONES
		NUMEROS	LETRAS	
PRIMERO	BIOLOGIA			
	CASTELLANO			
CURSADO EN 19 ___	DIBUJO			
	EDUCACION DEMOCRATICA			
en el establecimiento:	GEOGRAFIA			
	HISTORIA			
	MATEMATICAS			
	EDUCACION FISICA			
	TALLER			
	PROMEDIO:			CURSO COMPLETO / INCOMPLETO
SEGUNDO	BIOLOGIA E HIGIENE			
	CASTELLANO			
CURSADO EN 19 ___	DIBUJO			
	EDUCACION DEMOCRATICA			
en el establecimiento:	FISICA			
	GEOGRAFIA			
	HISTORIA			
	INGLES			
	MATEMATICAS			
	EDUCACION FISICA			
	TALLER			
	PROMEDIO:			CURSO COMPLETO / INCOMPLETO
TERCERO	CASTELLANO			
	DIBUJO			
CURSADO EN 19 ___	EDUCACION DEMOCRATICA			
	FISICA			
en el establecimiento:	GEOGRAFIA			
	HISTORIA			
	INGLES			
	MATEMATICAS			
	QUIMICA			
	EDUCACION FISICA			
	TALLER			
	PROMEDIO:			CURSO COMPLETO / INCOMPLETO

CICLO SUPERIOR —DIURNO— (Decreto Nº 1574/65), Especialidad: MECANICA.

PRIMERO	ANALISIS MATEMATICO			
	DIBUJO TECNICO			
CURSADO EN 19 ___	ELECTROTECNIA			
	INGLES			
en el establecimiento:	INSTRUCCION CIVICA			
	LITERATURA			
	METALES Y MATERIALES PARA CONSTRUCCIONES MECANICAS			
	MECANICA TECNICA			
	QUIMICA			
	TECNOLOGIA I			
	EDUCACION FISICA			
	TALLER			
	PROMEDIO:			CURSO COMPLETO / INCOMPLETO

Figure 3—Sample of the academic record used for the industrial stream.



AÑOS DE ESTUDIOS	ASIGNATURAS	CALIFICACIONES		OBSERVACIONES
		NUMEROS	LETRAS	
SEGUNDO	DIBUJO DE MAQUINAS			
	HIDRAULICA Y MAQUINAS HIDRAULICAS			
CURSADO EN 19____	LABORATORIO DE ENSAYOS INDUSTRIALES			
	LEGISLACION DEL TRABAJO			
en el establecimiento:	MECANICA APLICADA A LOS MECANISMOS			
____	RESISTENCIA Y CALCULO DE ELEMENTOS DE MAQUINA			
	TECNOLOGIA II			
____	TERMODINAMICA			
____	EDUCACION FISICA			
____	TALLER			
____	PROMEDIO:			CURSO COMPLETO / INCOMPLETO
TERCERO	LABORATORIO DE ENSAYOS DE MAQUINAS Y MOTORES			
	MANTENIMIENTO Y REPARACION DE EQUIPOS			
CURSADO EN 19____	MAQUINAS Y ELEMENTOS DE TRANSPORTE			
	MAQUINAS TERMICAS			
en el establecimiento:	ORGANIZACION Y CONTROL INDUSTRIAL			
____	PROYECCIONES, UNIDADES E INSTALACIONES INDUSTRIALES			
____	RELACIONES HUMANAS			
____	SEGURIDAD E HIGIENE INDUSTRIAL			
____	TECNOLOGIA III			
____	EDUCACION FISICA			
____	TALLER			
____	PROMEDIO:			CURSO COMPLETO / INCOMPLETO

PROMEDIO GENERAL:

Observaciones ____________________

Por lo tanto se ha hecho acreedor al TITULO de TECNICO MECANICO.

A solicitud del interesado y al solo efecto de ser presentado ante quien corresponda, se extiende el presente Certificado, sin enmiendas ni raspaduras, en ____________ a los ______ días del mes de ____________ del año mil novecientos ____________

Secretario — Vicedirector — Sello del Establecimiento — Director

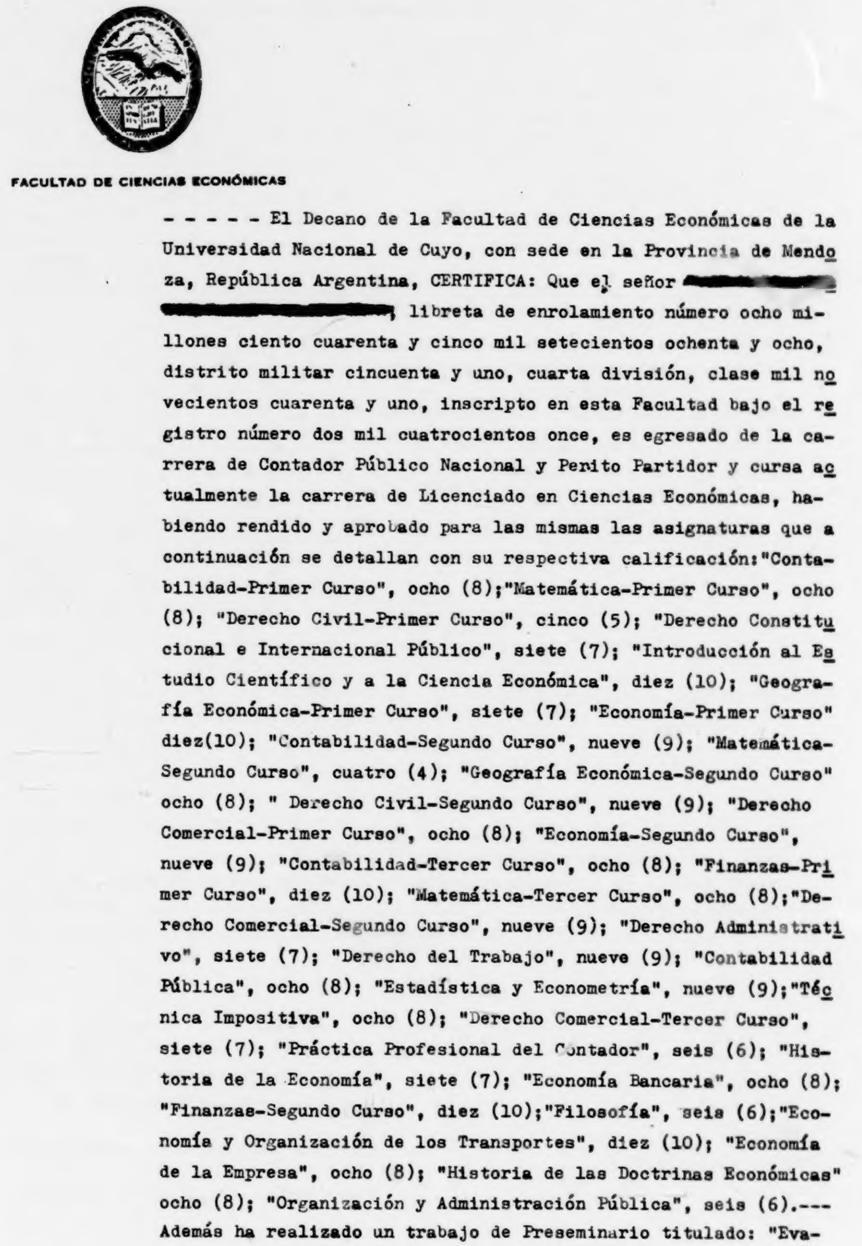
[illegible]TIFICADO Nº ________
[illegible]ISTRO Nº ________
[illegible] ________
[illegible] ________

CONSEJO NACIONAL DE EDUCACION TECNICA
SECCION TITULOS Y EQUIVALENCIAS

Certifico que las firmas que anteceden son auténticas

Buenos Aires, ____ de ____________ de 19__

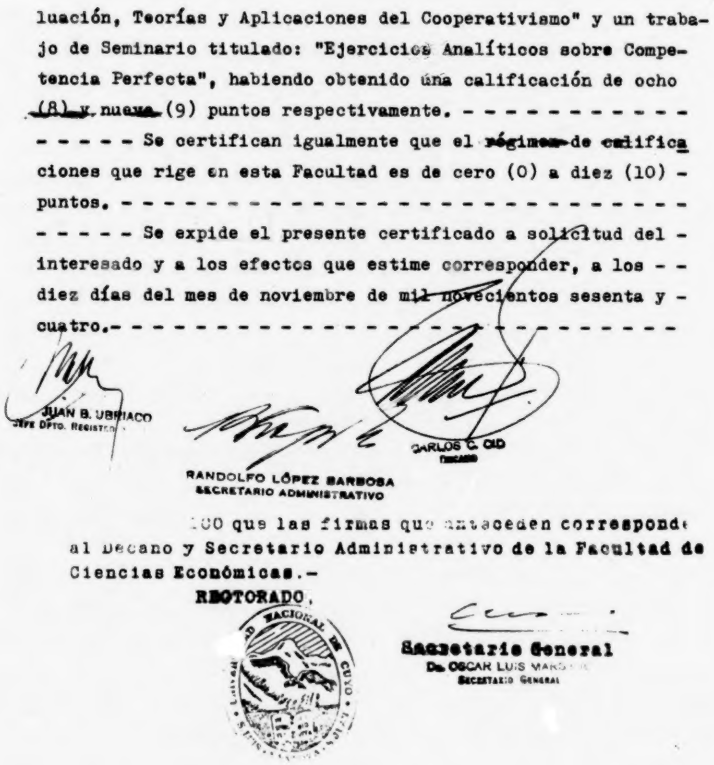
Figure 4—Reverse side of record used for the industrial stream.



FACULTAD DE CIENCIAS ECONÓMICAS

- - - - - El Decano de la Facultad de Ciencias Económicas de la Universidad Nacional de Cuyo, con sede en la Provincia de Mendoza, República Argentina, CERTIFICA: Que el señor [redacted], libreta de enrolamiento número ocho millones ciento cuarenta y cinco mil setecientos ochenta y ocho, distrito militar cincuenta y uno, cuarta división, clase mil novecientos cuarenta y uno, inscripto en esta Facultad bajo el registro número dos mil cuatrocientos once, es egresado de la carrera de Contador Público Nacional y Perito Partidor y cursa actualmente la carrera de Licenciado en Ciencias Económicas, habiendo rendido y aprobado para las mismas las asignaturas que a continuación se detallan con su respectiva calificación:"Contabilidad-Primer Curso", ocho (8);"Matemática-Primer Curso", ocho (8); "Derecho Civil-Primer Curso", cinco (5); "Derecho Constitucional e Internacional Público", siete (7); "Introducción al Estudio Científico y a la Ciencia Económica", diez (10); "Geografía Económica-Primer Curso", siete (7); "Economía-Primer Curso" diez(10); "Contabilidad-Segundo Curso", nueve (9); "Matemática-Segundo Curso", cuatro (4); "Geografía Económica-Segundo Curso" ocho (8); " Derecho Civil-Segundo Curso", nueve (9); "Derecho Comercial-Primer Curso", ocho (8); "Economía-Segundo Curso", nueve (9); "Contabilidad-Tercer Curso", ocho (8); "Finanzas-Primer Curso", diez (10); "Matemática-Tercer Curso", ocho (8);"Derecho Comercial-Segundo Curso", nueve (9); "Derecho Administrativo", siete (7); "Derecho del Trabajo", nueve (9); "Contabilidad Pública", ocho (8); "Estadística y Econometría", nueve (9);"Técnica Impositiva", ocho (8); "Derecho Comercial-Tercer Curso", siete (7); "Práctica Profesional del Contador", seis (6); "Historia de la Economía", siete (7); "Economía Bancaria", ocho (8); "Finanzas-Segundo Curso", diez (10);"Filosofía", seis (6);"Economía y Organización de los Transportes", diez (10); "Economía de la Empresa", ocho (8); "Historia de las Doctrinas Económicas" ocho (8); "Organización y Administración Pública", seis (6).--- Además ha realizado un trabajo de Preseminario titulado: "Eva-

Figure 5—Sample of a university academic record.



luación, Teorías y Aplicaciones del Cooperativismo" y un trabajo de Seminario titulado: "Ejercicios Analíticos sobre Competencia Perfecta", habiendo obtenido una calificación de ocho (8) y nueve (9) puntos respectivamente. - - - - - - - - - - - -

- - - - - Se certifican igualmente que el régimen de calificaciones que rige en esta Facultad es de cero (0) a diez (10) - puntos. -

- - - - - Se expide el presente certificado a solicitud del - interesado y a los efectos que estime corresponder, a los - - diez días del mes de noviembre de mil novecientos sesenta y - cuatro.- -

JUAN B. UBRIACO
JEFE DPTO. REGISTRO

RANDOLFO LÓPEZ BARBOSA
SECRETARIO ADMINISTRATIVO

CARLOS C. CID
DECANO

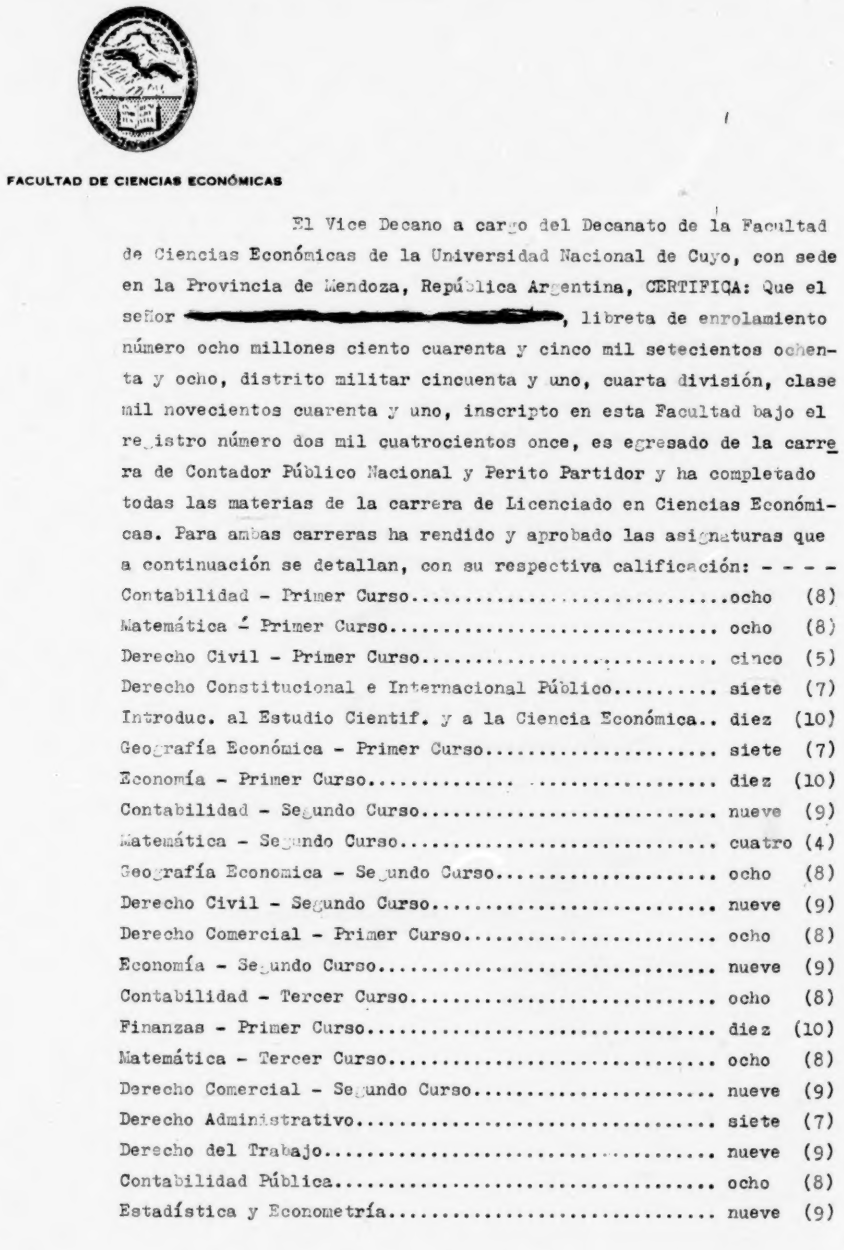
CO que las firmas que anteceden corresponde al Decano y Secretario Administrativo de la Facultad de Ciencias Económicas.-

RECTORADO.

NACIONAL DE CUYO

Secretario General
Dr. OSCAR LUIS MARS
SECRETARIO GENERAL

Figure 6—Reverse side of university academic record.

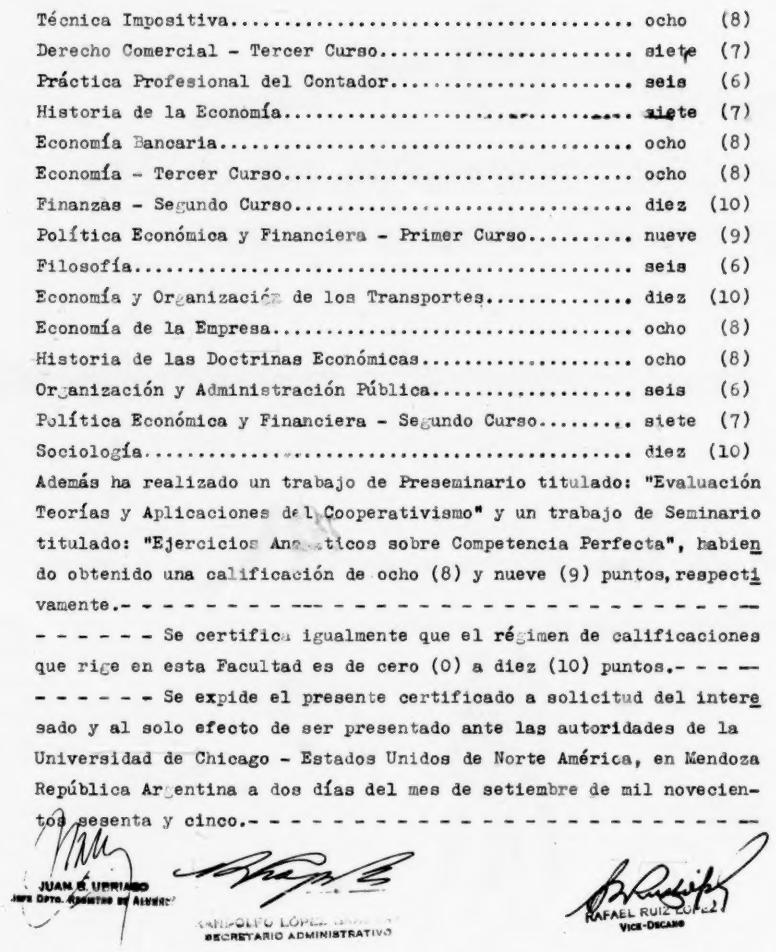


FACULTAD DE CIENCIAS ECONÓMICAS

El Vice Decano a cargo del Decanato de la Facultad de Ciencias Económicas de la Universidad Nacional de Cuyo, con sede en la Provincia de Mendoza, República Argentina, CERTIFICA: Que el señor [redacted], libreta de enrolamiento número ocho millones ciento cuarenta y cinco mil setecientos ochenta y ocho, distrito militar cincuenta y uno, cuarta división, clase mil novecientos cuarenta y uno, inscripto en esta Facultad bajo el registro número dos mil cuatrocientos once, es egresado de la carrera de Contador Público Nacional y Perito Partidor y ha completado todas las materias de la carrera de Licenciado en Ciencias Económicas. Para ambas carreras ha rendido y aprobado las asignaturas que a continuación se detallan, con su respectiva calificación: - - - -

Contabilidad - Primer Curso	ocho	(8)
Matemática - Primer Curso	ocho	(8)
Derecho Civil - Primer Curso	cinco	(5)
Derecho Constitucional e Internacional Público	siete	(7)
Introduc. al Estudio Cientif. y a la Ciencia Económica	diez	(10)
Geografía Económica - Primer Curso	siete	(7)
Economía - Primer Curso	diez	(10)
Contabilidad - Segundo Curso	nueve	(9)
Matemática - Segundo Curso	cuatro	(4)
Geografía Economica - Segundo Curso	ocho	(8)
Derecho Civil - Segundo Curso	nueve	(9)
Derecho Comercial - Primer Curso	ocho	(8)
Economía - Segundo Curso	nueve	(9)
Contabilidad - Tercer Curso	ocho	(8)
Finanzas - Primer Curso	diez	(10)
Matemática - Tercer Curso	ocho	(8)
Derecho Comercial - Segundo Curso	nueve	(9)
Derecho Administrativo	siete	(7)
Derecho del Trabajo	nueve	(9)
Contabilidad Pública	ocho	(8)
Estadística y Econometría	nueve	(9)

Figure 7—Sample of another type of university academic record.



Técnica Impositiva	ocho	(8)
Derecho Comercial - Tercer Curso	siete	(7)
Práctica Profesional del Contador	seis	(6)
Historia de la Economía	siete	(7)
Economía Bancaria	ocho	(8)
Economía - Tercer Curso	ocho	(8)
Finanzas - Segundo Curso	diez	(10)
Política Económica y Financiera - Primer Curso	nueve	(9)
Filosofía	seis	(6)
Economía y Organización de los Transportes	diez	(10)
Economía de la Empresa	ocho	(8)
Historia de las Doctrinas Económicas	ocho	(8)
Organización y Administración Pública	seis	(6)
Política Económica y Financiera - Segundo Curso	siete	(7)
Sociología	diez	(10)

Además ha realizado un trabajo de Preseminario titulado: "Evaluación Teorías y Aplicaciones del Cooperativismo" y un trabajo de Seminario titulado: "Ejercicios Analíticos sobre Competencia Perfecta", habiendo obtenido una calificación de ocho (8) y nueve (9) puntos, respectivamente.- -

- - - - - - Se certifica igualmente que el régimen de calificaciones que rige en esta Facultad es de cero (0) a diez (10) puntos.- - - -

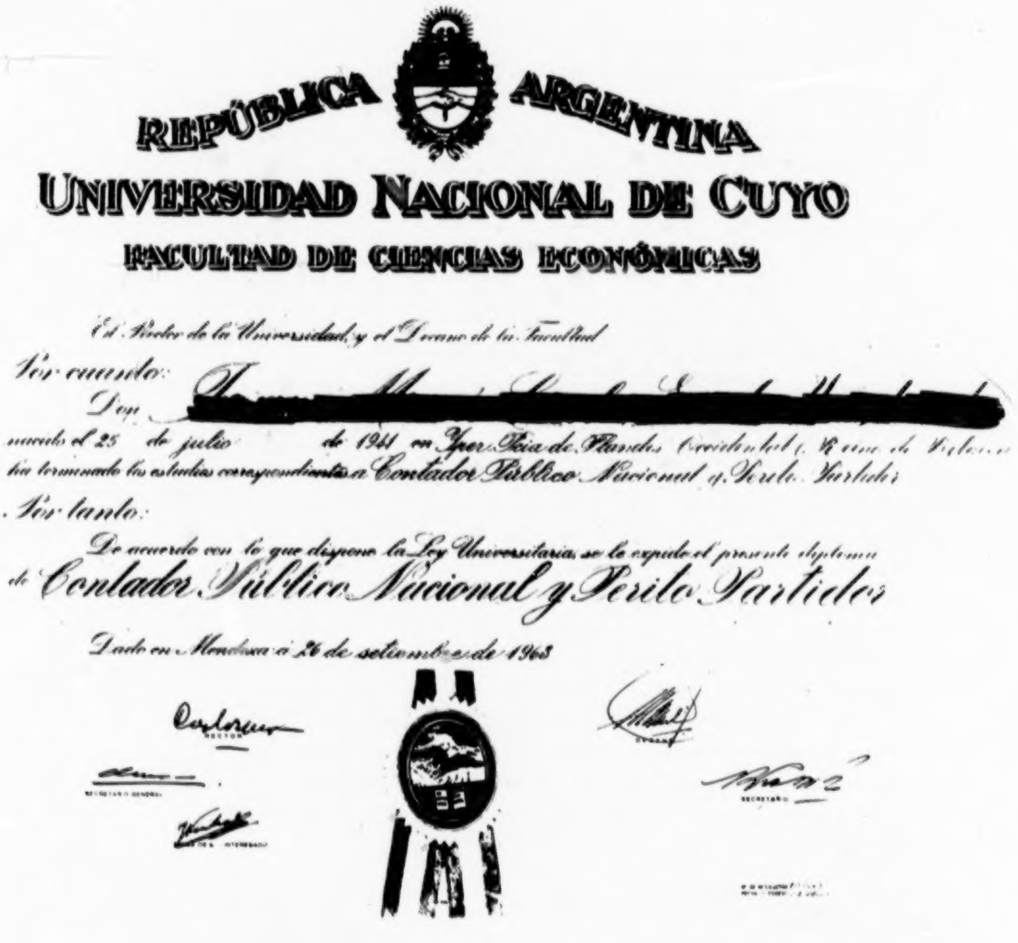
- - - - - - Se expide el presente certificado a solicitud del interesado y al solo efecto de ser presentado ante las autoridades de la Universidad de Chicago - Estados Unidos de Norte América, en Mendoza República Argentina a dos días del mes de setiembre de mil novecientos sesenta y cinco.- -

JUAN B. UBRIAGO
JEFE DPTO. REGISTRO DE ALUMNOS

RANDOLFO LÓPEZ [illegible]
SECRETARIO ADMINISTRATIVO

RAFAEL RUIZ LÓPEZ
VICE-DECANO

Figure 8—Reverse side of second type of university academic record.



REPÚBLICA ARGENTINA

UNIVERSIDAD NACIONAL DE CUYO

FACULTAD DE CIENCIAS ECONÓMICAS

El Rector de la Universidad, y el Decano de la Facultad

Por cuanto:

Don [redacted]

nacido el 25 de julio de 1941 en Yper Pcia de Flandes Occidental (Reino de Belgica

ha terminado los estudios correspondientes a Contador Público Nacional y Perito Partidor

Por tanto:

De acuerdo con lo que dispone la Ley Universitaria, se le expide el presente diploma

de Contador Público Nacional y Perito Partidor

Dado en Mendoza a 26 de setiembre de 1963

RECTOR

DECANO

SECRETARIO GENERAL

SECRETARIO

Figure 9—Sample of a university diploma.

CHILE

United States Resource Person

James Montgomery

Counterpart Resource Person

Roberto Torretti

Study Group

Henry Huckaby
Jane Mitchell
Karen Saber
Jack Shirley
Betsy Smith
Thomas Snider

I. CHART OF THE CHILEAN EDUCATIONAL SYSTEM AS OF 1970

Age	U. S. A.	School Year	
25	Graduate and Professional	20	HIGHER EDUCATION (EDUCACION SUPERIOR) Selected fields according to *average* time required for completion of first degree or professional certificate: Technical Assistants—two years; Accounting, Technicians, Elementary School Teachers—three years; Engineering (*de ejecución:* pre-professional degree), Journalism, Nursing—four years; Agronomy, Archaeology, Economics, Fine Arts, Geography, Geology, History, Law, Mathematics, Natural Sciences, Physical Sciences, Secondary School Teachers, Social Service—five years; Architecture, Engineering (professional degree)—six years; Medicine—seven years.
24		19	
23		18	
22		17	
21	Undergraduate	16	
20		15	
19		14	
18		13	
17	Secondary School	12	Ltrs. & Soc. Sci. Math & Nat. Sci. Agriculture Commercial Industrial Arts Technical Military
16		11	
15		10	Common Cycle SECONDARY ECUCATION (ENSENANZA MEDIA) Four years
14		9	
13	Elementary School	8	ELEMENTARY EDUCATION (ENSENANZA BASICA) Eight years—two cycles of four years each
12		7	
11		6	
10		5	
9		4	
8		3	
7		2	
6		1	
5	Kindergarten		NURSERY SCHOOL AND KINDERGARTEN—NON-COMPULSORY
4	Nursery or Pre-School		
3			(Limited nursery care may be available before age 4)

CHILE

II. BACKGROUND

A. General. Chile is a long, narrow country occupying the southern half of the western coast of South America. It is about 2600 miles long, and only about 200 miles wide at its widest point. Its climate and topography are quite varied, ranging from the northern desert to the wet, mountainous south, with a more or less temperate central region. The population of about 10,000,000 is predominantly white and descended from European immigrants, the indigenous Indian population having been greatly reduced by disease and warfare during the colonial period, and by intermarriage. Approximately 30% of the population live in the capital, Santiago. The people are Spanish-speaking and mostly Roman Catholic.

Spaniards first came to what is now Chile in 1536, with the invasion of Almagro, who was searching for "another Peru." More than sixty years passed before the conquest of the native Indians was largely completed, and it was not until the 1880's that the last pockets of resistance were finally wiped out.

Chile did not prove, however, to be "another Peru," in terms of easily exploitable gold and silver wealth. Its copper and nitrate industries, which have been so important to its present-day economy, were not developed until the late 19th century. Throughout most of the colonial period, Chile was a "deficit" area and its government had to be subsidized by Spain.

The year 1810 saw the beginning of the end of Spanish colonialism in Chile. Popular reaction to events in Europe and North America—the earlier French and North American revolutions, and especially the intervention of Napoleon in Spain—led to the election of a junta of local leaders in place of the Spanish president-governor. Spain regained control in 1814, however, and it was not until 1818 that the Chileans, under the Argentine general San Martín and the national hero Bernardo O'Higgins, were finally able to defeat the Spanish forces and declare their independence.

The next twelve years were a period of dictatorship and turmoil. O'Higgins was dictator until 1823, when he resigned because of discontent; his successor, Freire, a liberal representing reform and anti-clerical elements, resigned in his turn in 1826. Struggle between liberals and conservatives continued until 1830, when a battle was fought in which the liberal forces were defeated, and Prieto, a military leader acceptable to conservatives, emerged victorious.

Modern Chilean history may be viewed from 1830 until 1952 as a succession of republics whose political tendency has been ever-leftward. The first, or "autocratic," republic, was characterized by political stability, peace, conservative domination cemented by the constitution of 1833, and a presidency with almost unlimited power over a highly centralized government. It was also a period of rising nationalism, material and technological advances, and cultural progress. Elements were beginning to emerge which favored industrial capitalism over agrarian feudalism, and greater congressional power at the expense of the executive branch.

The next, "liberal," republic spanned the years 1861-1891. This was a time of confused politics, with new parties emerging and old ones splintering. The middle class expanded as the economy diversified; bureaucracy grew; public education was expanded; the army was professionalized. Victory over Perú in the War of the Pacific (1883) gave Chile control of the rich nitrate zone in the northern desert. The power of the presidency gradually weakened until a civil war in 1891 resulted in a victory for forces favoring congressional rule.

The "parliamentary" republic of 1891-1925 had two phases. In the earlier one, which lasted until 1918, there was further progress toward industrial capitalism as the copper and nitrate industries grew and commerce and foreign trade expanded. Socially, this progress was accompanied by the rise of both a new, aggressively capitalistic bourgeoisie and a worker-oriented social consciousness (the Socialist Labor Party was formed in 1912). Parliamentary rule prevailed, but so did confusion, as one weak president followed another and cabinets rose and fell. Towards the end of this phase, there were many strikes, and discontent increased among workers, small businessmen, and intellectuals. This led to the formation of the Liberal Alliance, which unseated the vested interests in the lower house of parliament in the elections of 1918.

The second phase of the "parliamentary" republic was one of strife between entrenched privileged groups and the politically ambitious middle class and workers. President Alessandri, elected in 1920 with the support of the latter two groups, brought about the writing of a new constitution in 1925, following his deposition by an army coup in 1924 and subsequent invitation to return to the presidency after a second coup in 1925. His condition for returning was that the presidency be strengthened vis-à-vis the legislature.

The new constitution achieved this by providing for the popular election of the president, and recognizing the enlarged role of the state in economic and social affairs.

Alessandri was deposed again, however, by still another coup in 1925, which resulted in the six-year dictatorship of Ibañez. The latter in turn was forced to resign by widespread discontent caused by the depression and his rule. After eighteen months of civil conflict, Alessandri returned again to the presidency by election in 1932. His power waned, however, as he failed to move far enough toward reform to suit the Radical Party, which had been an important factor in his election.

The Radical Party dominated the period of the "radical" republic, 1938-1952. The Party, which favored democratic government, social reform, and economic diversification through industrialization, had gained control in 1936 of the Popular Front, a left-center alliance apparently begun at the urgings of the Communist Party. (The latter had been founded in 1921.) The Radical Party elected three presidents beginning in 1938.

Since 1952, social and economic conditions, and increased expectations on the part of the people, have pushed Chilean politics further and further leftward. In spite of considerable political democracy and minimal military interference compared with some other South American countries, successive elections have shown the growing strength of the Marxist Allende and the corresponding dissatisfaction of the voters with the rate of development and the achievements of more moderate reformers. Allende was finally elected president in 1970; needless to say, it remains to be seen whether his policies will have any greater effect upon Chile's problems than those of his predecessors.

B. **Educational.** Education in the colonial period was dominated by the Roman Catholic Church. There were not many schools, however, and education reached only a small percentage of the population.

The first significant event in Chilean educational history was the establishment, in 1595, of the Pontifical University of San Miguel at Santiago by the Dominicans. Then, in the first half of the 17th century, the Spanish crown decreed the opening of "free schools." These were few in number, and taught only reading, writing, arithmetic, and religion. Later in that century, with the arrival of more members of religious orders, some Latin grammar schools like those in Spain were started in connection with churches and convents. There was no essential distinction in these schools between elementary and secondary education. Other important events, educationally speaking, in the colonial period were the establishment of the University of San Felipe in 1749, and that of the Academy of San Luis, the first Chilean secondary school, in 1797.

As the 19th century unfolded, Chile took a number of steps in the educational field which made it a leader in Latin America. In 1813, the *Instituto Nacional* (National Institute) was founded, which offered instruction of an elementary nature as well as in the industrial trades. In 1833, the Constitution declared that public education was the responsibility of the state. By law, Chile became, in 1842, the first Latin American republic to establish a system of public education, and in that same year, the first to have a national normal school, established by the Argentine Sarmiento. Andres Bello, a Venezuelan educator who spent most of his adult life in Chile, was primarily responsible for the creation of the public educational system. Also in 1842, the University of Chile was founded, at which time the two earlier universities ceased to exist. At the same time, the *Instituto Nacional* became a secondary school for boys.

The Organic Law of 1860 made elementary education free, and provided for the creation of additional secondary and normal schools. In 1877, Chile became the first country in Latin America to pass a law admitting women to higher education, and permitting them to practice the liberal professions.

By 1900, the University of Chile had been reorganized and expanded, secondary schools were open to girls, and technical education had begun in earnest in schools of arts and trades.

The 20th century has seen, most significantly, the passage of a law in 1920 making education both free and compulsory from the ages of seven to fifteen. This has surely been a major factor in the rise in literacy of those over ten years of age from about 50% in 1920 to more than 80% in the 1960's. Other major developments have been the increase in numbers of higher educational institutions, and the expansion at the secondary level of agricultural, technical, and commercial schools. It is also of great significance that public expenditure for education as a percentage of national income has been among the highest in Latin America. This is in keeping with the view, in the highest government circles, that school is the primary means by which Chileans are incorporated into their society, and that there can be no real democracy unless everyone is effectively able to participate, *via* education, in his society.

III. EDUCATIONAL SYSTEM TODAY

A reform in education has been underway in Chile since 1966. The main objectives of the reform have been stated to be the following:

1. development of character (formation of the individual);
2. preparation for social change (formation of the citizen);
3. preparation for active life (formation of the worker).

The educational system has both public and private sectors. The public sector consists of schools which are financed, controlled, and directed by the government through public educational agencies. The private sector consists of schools often associated with religious institutions. Private education follows the general guidelines and meets the requirements of the Secretary of Education. It is financed through student fees; state subsidies; and subsidies from foreign governments for particular schools (which usually also charge fees).

In both private and public education there are four levels: nursery and kindergarten; elementary; secondary; and higher education.

A. **Nursery.** It serves pre-school children, between one and six years of age. It is not compulsory. Education at this level is designed to promote social adjustment. It also attempts to develop good educational habits and physical coordination. This level of education is directed by trained nursery school teachers.

B. **Elementary.** This level is free and compulsory for all children.

1. **Pre-1967.** There were three types of elementary schools:

First Class "complete" schools offered a six-year course of study which prepared the student for entry into the traditional academic secondary school.

The second and third class "incomplete" schools offered a four-year course of study. To be eligible for entry into the academic secondary school it was necessary to proceed to the last two years of a "complete" school.

Students who completed the full six year program received a *certificado de estudios primarios* (certificate of primary studies).

2. **Post-1967.** This level consists of an eight-year program for children between six to seven and fourteen to fifteen years old and is divided into two sub-cycles:

a) *First basic sub-cycle*—includes first to fourth basic year. Teaching takes place under the direct responsibility of one teacher only. During this period essential interests and experiences of the student are of utmost importance. For evaluation purposes, educational experiences are more relevant than knowledge acquired.

b) *Second basic sub-cycle*—includes fifth to eighth basic year. The teaching method is differentiated and instruction is provided by several teachers. Prior to completion of the last year of elementary education, the student must take an evaluative test in order to determine his verbal and mathematical abilities and basic academic aptitude. Successful passing of this entitles the student to the License in Basic Education, which indicates the completion of elementary education. The student may now proceed to secondary education or, as an alternative, attend the national institute for workers' training (*Instituto Nacional de Capacitación Profesional*—INACAP) or some special schools for professional formation which are terminal.

C. **Secondary.** Public secondary schools are called *liceos;* private ones are frequently called *colegios.*

1. **Pre-1967 (secondary education—six years).**

a) *Traditional Academic Schools (liceos* and *colegios)*—seventy per cent of all secondary school students were enrolled in this type of school, which consisted of two three-year cycles:

Cycle one: general studies;

Cycle two: sufficiently large schools channeled their students according to their interests and abilities into curricula with emphases on mathematics, letters, or science. However, all students had the same basic curriculum in terms of course distribution and title. Upon successful completion of the six years, the student received a school leaving certificate: the *licencia secundaria* (secondary license). This certificate allowed the student to sit for the university entrance examination. If successful, the diploma of *Bachillerato en Humanidades* (Bachelor in Humanities) was granted.

b) *Technical and Professional Schools (Enseñanza Técnico-Profesional)*—there were five types of technical and professional schools prior to 1967: vocational; agricultural; industrial; technical; and commercial.

The vocational and agricultural schools were organized into two or three cycles allowing for one year of terminal practical work at the end of two or four years of study. Completion of six years led to the diploma *técnico agrícola* (agricultural technician) and made the student eligible for study in the Faculty of Agriculture at a university.

A student who completed the full industrial program received a *certificado de oficio de la enseñanza* (certificate of technical education) in a specialty and was eligible for the *bachillerato* examinations for possible admission to the Universidad Técnica del Estado.

The commercial school was organized into three cycles of two years each. Upon completion of the first cycle a student was allowed to take a terminal year of practical work or continue through the last two cycles to become eligible for admission to a technical university or a specialized training college for teachers of technological subjects. The student was also eligible to take the *bachillerato* for possible admission to the Faculty of Economics at a university.

c) *Normal Schools (Escuelas Normales)*—these schools offered six-year programs leading to the diploma *Licenciado Normalista* (Licensed Teacher). Their students were trained to teach at the elementary level. (Students wishing to teach at the secondary level were required to graduate from a university faculty of education, admission to which required the *bachillerato* or *maestro normal*—elementary school teacher—diploma.)

2. **Post-1967 (secondary education—four years).**

This four-year cycle is divided into two basic branches: Scientific-Humanistic studies given in regular high schools; and Technical-Professional studies provided by specialized professional schools.

The first year of the secondary level starts with a general curriculum common to both Scientific-Humanistic and Technical-Professional studies, and there is a supplementary program for each of the branches.

The general program includes Spanish, Social Sciences, Philosophy, Musical Education, Fine Arts, Mathematics, Natural Sciences, Physical Education and two foreign languages.

The supplementary program, which includes basic principles of technology, must be started in the first year of the Technical-Professional branch and during the third year of the Scientific-Humanistic branch.

a) *Scientific-Humanistic Branch*—after two years of the program of general studies in the *liceo*, the student may choose between two major programs depending on his preferences and abilities: Letters and Social Sciences; and Natural Sciences and Mathematics.

In the first program, Spanish, Social Sciences, History, and Philosophy are emphasized while in the second one preference is given to Biology, Chemistry, Physics and Mathematics.

b) *Technical-Professional Branch*—after the eighth grade of elementary education, the following programs are available: agriculture; commercial; industrial; and miscellaneous technical professions. The first year is devoted to general education and to consideration of various curricula. The subsequent years are also devoted to general studies, but supplemented by a specialized program which is increasingly emphasized. Only one foreign language is compulsory for this branch.

c) *Requirements for Admission to Secondary Education*—for admission to secondary education the following requirements must be fulfilled:

1) completion of the eight-grade elementary education;
2) possession of the License of elementary education.

d) *License in Secondary Education (Licencia)*—The students of both the Humanistic-Scientific and Technical-Professional branches who satisfactorily comply with the curriculum corresponding to this level are entitled to a License which is granted in the following major areas:

Secondary License	*(Licencia Secundaria)*
Agricultural License	*(Licencia Agrícola)*
Commercial License	*(Licencia Comercial)*
Industrial License	*(Licencia Industrial)*
Naval License	*(Licencia Naval)*
Technical License	*(Licencia Técnica)*

(There is no longer a normal school at the secondary level. Elementary school teachers will be trained at three-year post-secondary schools called *Escuelas Normales.*) Once the student obtains any one of the above *Licencias*, application for admission may be made to a university. Application may also be made for admission to some special training programs, such as that given at the School for Police Officers, or the skilled workers' program at INACAP, the national institute for workers' training, which offers more than fifty curricula. There are twenty-one Development Centers of INACAP around the country.

e) *Armed Forces Schools (Escuelas de Fuerzas Armadas)*—there are eleven such schools, but only two are predominantly at the secondary level:

Escuela Militar Bernardo O'Higgins
Escuela Naval Arturo Prat

Graduates of these two schools should be viewed the same as graduates of other secondary schools. The naval secondary school offers a particularly good program in mathematics.

D. Higher Education (Post-Secondary and University).

1. **Technical and Vocational Education.** Post-secondary educational programs for the preparation of skilled workers are provided through the *Instituto Nacional de Capacitación Profesional* (INACAP). Applicants must be eighteen years of age and present the *Licencia* certifying the completion of secondary education. The *Prueba de Aptitud Academica* (PAA—Academic Aptitude Test—see below 4. a) 3)) is not required for entrance. The programs, which are of one and one-half years duration, *are not* at the level of university instruction.

2. **Specialized Post-Secondary Training.** Institutions providing specialized training include the *Escuela de Carabineros* (National Police Academy), *Escuela de Aviación* (School of Aviation), *Servicio Nacional de Salud*, (National Health Service Schools), and *Cruz Roja Chilena* (Red Cross). These programs are considered terminal.

3. **Teacher-Training.** Elementary school teachers are trained in *Escuelas Normales* (Normal Schools). Admission requirements include a *Licencia* from a secondary school and satisfactory performance on the *Prueba de Aptitud Académica* (see below). The first two years consist of regular academic instruction and therefore may be considered for appropriate advanced standing in a comparable university-level program. The third year consists of practical training and does not warrant academic credit. Secondary school teachers complete a five-year university-level program.

4. **University Education.** There are eight autonomous universities, two public and six private, funded primarily by the national government. Several of the universities have branches located in the various cities throughout Chile. Universities are composed of faculties (colleges). In general, the universities are overcrowded, with limited laboratory and library facilities.

a) *Admission Requirements to Chilean Universities*—to be considered for admission, each applicant must submit:

1) a *Licencia* from a secondary school;

2) a transcript showing the last three years of secondary education and the final grades earned;

3) scores on the Chilean *Prueba de Aptitud Académica* (P.A.A.—and not to be confused with the identically-named test of the Puerto Rico Office of the College Entrance Examination Board.) This test was adopted in 1966 to replace the *Bachillerato* examination which was required for admission to Chilean universities. The P.A.A. consists of two sections: verbal and mathematical aptitude tests. A P.A.A. score of less than 600 in the verbal and mathematics sections and a secondary school average below 5 normally do not result in admission in the fields of medicine, engineering, agronomy, architecture, economics, and law. In these fields there are a minimum of fifteen applications for each vacancy.

4) additional specialized test results as required by individual university faculties. These tests are given concurrently with the P.A.A. and are administered jointly by all universities. (The *Universidad Técnica del Estado* requires only items #1 and #2 above.)

b) *Degrees*—university-level degrees are the *Bachillerato* (two to four years), *Licenciatura* (usually five years and requiring a thesis), and the professional *Títulos* (titles—five to seven years). Advanced degrees include the *Magister* (master—usually one additional year) and the *Doctorado* (doctorate).

c) *Language*—the medium of instruction is Spanish.

d) *Faculty*—approximately two-thirds of the faculty teach part-time, as many maintain private professional practices in addition to their teaching duties.

e) *Credit System*—a trend seems to be developing to create a more flexible system, using semester credits, to replace the traditional academic year programs. At the present time, there is no standardized method for conversion to the United States credit system.

f) *Academic Calendar*—the academic year is from mid-March to December, with a short winter vacation in July and a spring vacation in September.

g) The eight universities in Chile are:

Universidad Austral de Chile (approximately 1300 students)

It is a new, small university, generally considered to be quite dynamic and progressive. Although it is not located in a major population center, it has been able to attract and retain an able faculty.

Universidad Católica de Chile (approximately 8500 students)

Most courses are offered on a semester basis. The university structure is now based on academic departments grouped together in institutes or schools. In 1957, through assistance from the Agency for International Development (A.I.D.), the University of Chicago helped establish a Faculty of Economics at this institution.

Universidad Católica de Valparaiso (approximately 5000 students)

Most courses are offered on a semester basis.

Universidad de Chile (approximately 35,000 students)

Many faculties are in the process of converting to the semester system. Admissions officers in the United States have generally considered this university one of the leading institutions in Chile. In 1959, Stanford University helped establish a School of Geology (which depends on the Faculty of Physics and Mathematics, and now is equivalent to a Department of Geology).

Universidad de Concepción (approximately 6500 students)

In the late 1950's, through assistance from the A.I.D., the University of California assisted in the establishment of the Faculty of Agriculture and the curricula for four basic science institutes. The Faculty of Engineering is generally considered to offer strong programs, especially in the area of chemical engineering. Admissions officers may occasionally receive credentials from this institution with the designation *año propedéutico*, or first year's record. This designation does *not* refer to pre-university studies but rather to a first year's general studies program which was in effect for a short period of time and has since been discontinued.

Universidad del Norte (approximately 1500 students)

It is currently moving toward a semester system.

Universidad Técnica del Estado (approximately 12,000 students)

This institution does not require the P.A.A. for admission. Approximately eighty-five per cent of the students enrolled have graduated from a public secondary school *(liceo)*.

Universidad Técnica Federico Santa María (approximately 1100 students)

This institution is considered to offer programs of high quality in engineering, mathematics, and sciences, and has excellent teachers. The traditional grading system was on a scale of 0-10. A 5.68 was equated to a 4 on the 1-7 scale (see below) and an 8 was considered a very good grade. The university is now shifting to a letter-grade system and is also moving toward a system of credits (one unit of credit will represent three hours of work). The Faculty of Engineering has received A.I.D. assistance from the University of Pittsburgh in establishing programs in electrical, chemical, and mechanical engineering.

IV. GRADING SYSTEM

The same system has been used in the secondary schools and universities both before and after 1967. There are a few universities that use an alphabetical grading system which is similar to that used in most United States institutions. The following is a table of suggested grade equivalences:

1 – 2 – 3	Failure	F
4	Passing	C
5	Better than Average	B
6	Very Good	A
7	Excellent	A+

Note the absence of any grade corresponding to the United States "D".

It should be noted that a yearly average of 5.5 is considered a good overall average in Chile. Also, a 7 is seldom given in course work, and until the new reform law, it was never obtained as a grade average. It is used principally for tests and examinations. The new reform law requires rounding the grade average to the nearest whole number. It is possible, therefore, that more grades of 7 will appear. Yearly averages will still appear in decimal form.

V. QUALITY FACTORS

The Chilean educational system is considered to be one of the finest in Latin America.

A. Elementary Education

Private schools are generally considered stronger than public institutions. Elementary schools attached to public secondary schools, however, are comparable in quality to good private schools.

B. Secondary Schools

The following are institutions in Santiago which maintain a high academic reputation. It is by no means a complete list of quality schools in Chile.

1. **Public:**

Instituto Nacional (boys)
Liceo Experimental Manuel de Salas (co-educational)
Internado Nacional Barros Arana (boys)
Liceo Number 1 (girls)
Liceo Number 7 (girls)

2. **Private:** Several of these schools are exceptional because their graduates have received excellent instruction in English.

a) British schools offering the official Chilean secondary program:

Dunalastair	girls
Craighouse	coeducational
The Grange School	boys

b) North American schools accredited by the United States Southern Association of Colleges and Secondary Schools:

St. George's College for boys (Catholic) has an experimental program of secondary studies which is a combination of United States, European, and official Chilean curricula approved by the Chilean Ministry of Education.

Villa María Academy for girls (Catholic) follows the official Chilean program of secondary education.

Santiago College for girls (Methodist) offers both Chilean and United States programs of secondary study.

Nido de Aguilas is a co-educational school which also has a double program of secondary studies.

c) Other private schools considered to be of high quality are the following:

Lycee Antoine de Saint Exupery (*Alliance Française*, coeducational)
Deutsche Schule (coeducational)
Colegio del Verbo Divino (boys)
Colegio San Ignacio (boys)
Colegio Sagrado Corazón (boys)
Colegio Ursulinas (girls)

C. Higher Education

1. Credit hours are based on a combination of factors, *not* just time spent in class. It is not unusual for a course which meets four hours a week to appear as a ten-credit course.

VI. SPECIAL CHARACTERISTICS

A. Secondary Schools

1. Transcripts from private schools (*colegios*) must be validated by a public school (*liceo*). Therefore, the name of the certifying *liceo* will appear on the transcript.

2. The Universidad Popular Obrera in Concepción offers a special training program at the secondary level, and it is *not* to be considered a university-level program.

B. Post-Secondary and University Education.

1. Elementary school teachers (*Profesores de Educación General Básica*) who are graduates of the *Escuela Normal* have completed only two years of university level study and should not be confused with the university graduate who holds the title of *Profesor de Estado* (State Professor).

2. The new *Bachillerato* degree after 1967 appears to be patterned after the United States system, with its four-year Bachelor's degree, in order to facilitate admission to United States graduate programs. Note, however, that the Chilean degree may vary in length from two to four years.

3. Careful attention should be given to the different meanings of the terms *Bachillerato* and *Ingeniero* (see Glossary).

4. Some Chilean institutions are adopting semester-credit courses and academic calendars similar to United States universities.

5. Admission to Chilean universities is very competitive, due to overcrowded conditions. Therefore, many qualified applicants are rejected and seek admission to universities outside Chile. Also, prospective university professors are encouraged to pursue graduate studies abroad.

VII. RECOMMENDATIONS

A. General

Each applicant should be required to submit the following credentials for admissions consideration at any level:

1. an officially certified transcript in both Spanish and English;
2. scores on the Test of English as a Foreign Language (TOEFL);
3. evidence of sufficient financial resources;
4. results of a recently completed health examination.

B. Freshman Standing

The recommended minimum academic requirements are the following:

1. a secondary school *Licencia* certifying official graduation;

2. an official transcript showing the final three years of secondary school;

3. under the new grading regulation an average of 5.5 or above should be given serious consideration for admission. However, students with a 4.5 to 5.5 average may be considered if other factors show a high degree of motivation. In such cases, Educational Associates of the Institute of International Education (I.I.E.) are encouraged to use the excellent Applicant Information Service in Santiago.

4. the Chilean *Prueba de Aptitud Acadēmica* may be considered if applicable. Additional information on this test can be obtained from the following:

Director
Instituto de Investigaciones Estadísticas
The University of Chile
Santiago, Chile

C. Advanced Standing

1. a transcript of all university work;

2. a Chilean degree or title which represents less than four years of full-time study should not be granted any more total credit than can be earned in the same period of time in the receiving institution. Individual course credit should be granted consistent with comparable courses within the receiving institution.

3. a course syllabus (or catalog) may be requested for detailed evaluation analysis.

D. Graduate

1. official certification of the degree (or title) awarded;

2. a complete transcript of undergraduate study in a degree program of four or more years duration with a grade point average of 5 or above;
   a) An *Egresado* indicates completion of all course work and may be considered for admission (see Glossary);
   b) completion of a six-year program may be considered for limited advanced standing after careful review and a supporting recommendation by the department concerned;
   c) a *Magister* degree has been introduced due to the influence of the American system. It is designed to be the equivalent of the United States master's degree—but see b) just above.

3. objective test (such as Graduate Record Examination or Admission Test for Graduate Study in Business) results, if required by the institution;

4. submission of structured personal recommendations if desired.

VIII. GLOSSARY

Año escolar	School year
Año propedéutico	First year of general studies program
Aprobado	Passed (a course or subject)
Asignatura	A subject studied
Bachiller	Title given to holder of *Bachillerato*
Bachillerato	Since 1967, a university degree earned after a period of two to four years of academic study. Prior to 1967, it was awarded upon successful completion of an examination following graduation from high school.

Bueno	Next to the highest grade given, a grade of "6", indicating excellent performance
Certificado	Certificate
Ciclo	Cycle
Cifra	Heading of a column on a transcript indicating grades in Arabic numerals
Colegio	A private secondary school
Concepto	Explanation of a grade indicated by a numeral
Curso	An academic year's program
Deficiente	A low grade, usually "3", not passing
Doctorado	Highest degree given, doctorate, not frequently obtained in Chilean universities
Egresado	Title indicating completion of all course work for a degree but indicating thesis yet to be completed
Enseñanza básica	Elementary level education, eight years
Enseñanza media	Secondary level education, four years
Escuela nocturna	Evening school
Escuela normal	Normal school for training of teachers for elementary level
Escuela particular	Private school
Escuela vespertina	Evening school
Fecha	Date
Grado	Degree, grade
Hds	Abbreviation for *humanidades* (humanities)
Ingeniero	A title in engineering, agriculture, economics, and business administration
Investigación	Research
Licencia básica	Elementary school diploma
Licencia secundaria	Secondary school diploma
Licenciado	Title of one who holds the *licenciatura*
Licenciatura	Academic degree usually requiring about five years of university study
Magister	Academic degree usually requiring about six years of university study
Malo	Next to lowest grade, a "2", not passing
Mas que suficiente	Higher than average grade, a "5"
Materia	Individual academic subject
Matriculado	Registered, enrolled
Memoria	Thesis
Muy bueno	The highest grade, a "7", superior
Muy malo	The lowest grade, a "1", not passing
Nota final	Final grade
Pedagogía	Pedagogy, education
Por semana	Per week
Profesor	Teacher, professor
Promedio	Grade point average
Promovido	Passed to next year's class
Prueba de Aptitud Académica	Academic aptitude test
Rector	University president

Reprobado	Failed on a school examination (but allowed to repeat)
Sede	Regional branch of a university
Sobresaliente	Excellent (on an examination)
Suficiente	An average grade, a "4", passing
Técnico	Literally a "technician" but also a professional title given upon completion of certain specialized and academic university-level programs
Título	Title or license

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" "	1971	(for Catholic University of Chile)
" "	1971	(for Catholic University of Valparaiso)
" "	1970	(for University of Concepción)
" "	1970	(for Technical University F. Santa María)
" "	1970	(for University Austral of Chile)

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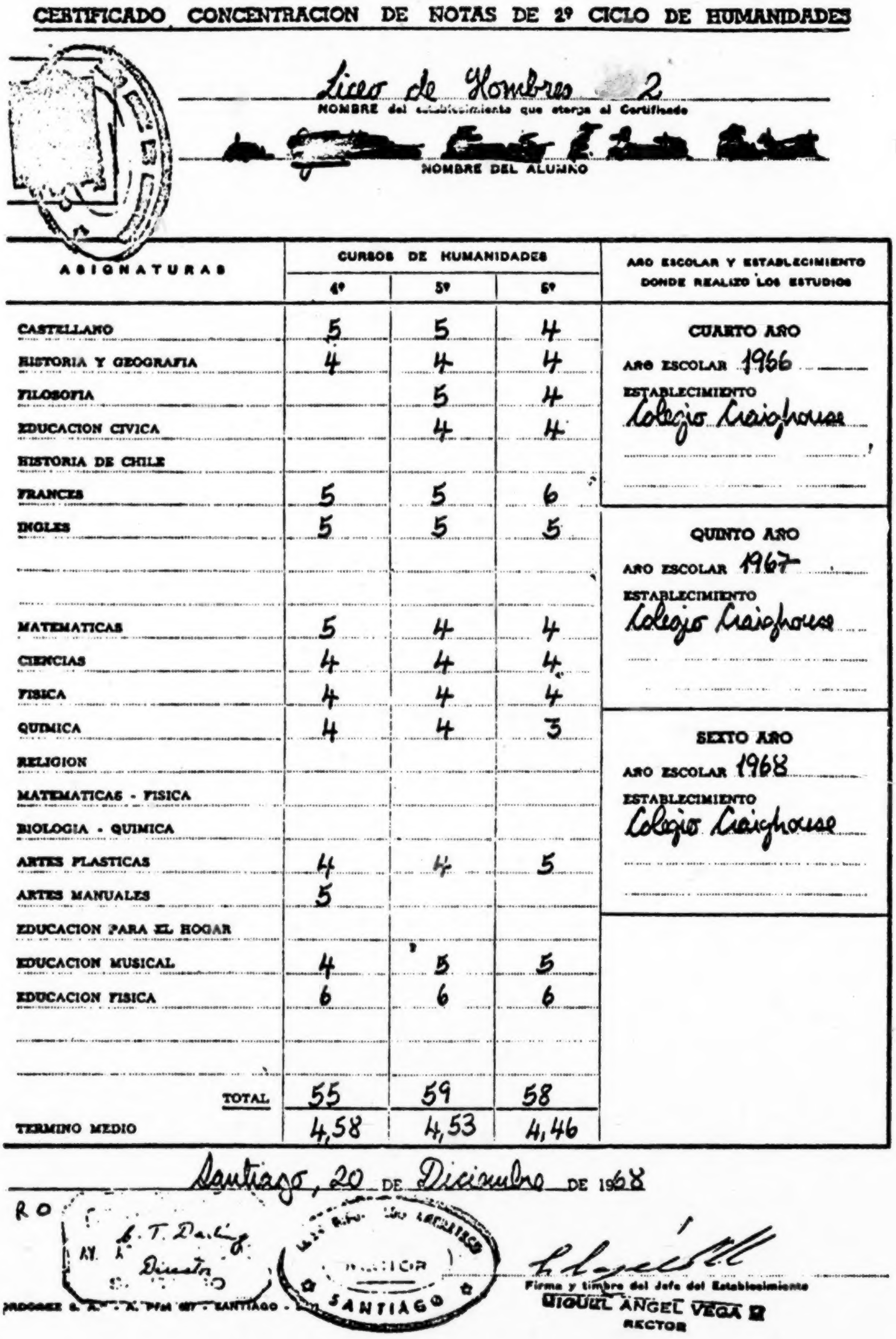
X. SAMPLE CREDENTIALS



CERTIFICADO CONCENTRACION DE NOTAS DE 2° CICLO DE HUMANIDADES

Liceo de Hombres [redacted] 2
NOMBRE del establecimiento que otorga el Certificado

[redacted]
NOMBRE DEL ALUMNO

ASIGNATURAS	CURSOS DE HUMANIDADES 4°	5°	6°
CASTELLANO	5	5	4
HISTORIA Y GEOGRAFIA	4	4	4
FILOSOFIA		5	4
EDUCACION CIVICA		4	4
HISTORIA DE CHILE			
FRANCES	5	5	6
INGLES	5	5	5
MATEMATICAS	5	4	4
CIENCIAS	4	4	4
FISICA	4	4	4
QUIMICA	4	4	3
RELIGION			
MATEMATICAS - FISICA			
BIOLOGIA - QUIMICA			
ARTES PLASTICAS	4	4	5
ARTES MANUALES	5		
EDUCACION PARA EL HOGAR			
EDUCACION MUSICAL	4	5	5
EDUCACION FISICA	6	6	6
TOTAL	55	59	58
TERMINO MEDIO	4,58	4,53	4,46

AÑO ESCOLAR Y ESTABLECIMIENTO DONDE REALIZO LOS ESTUDIOS

CUARTO AÑO
AÑO ESCOLAR 1966
ESTABLECIMIENTO Colegio Craighouse

QUINTO AÑO
AÑO ESCOLAR 1967
ESTABLECIMIENTO Colegio Craighouse

SEXTO AÑO
AÑO ESCOLAR 1968
ESTABLECIMIENTO Colegio Craighouse

Santiago, 20 DE Diciembre DE 1968

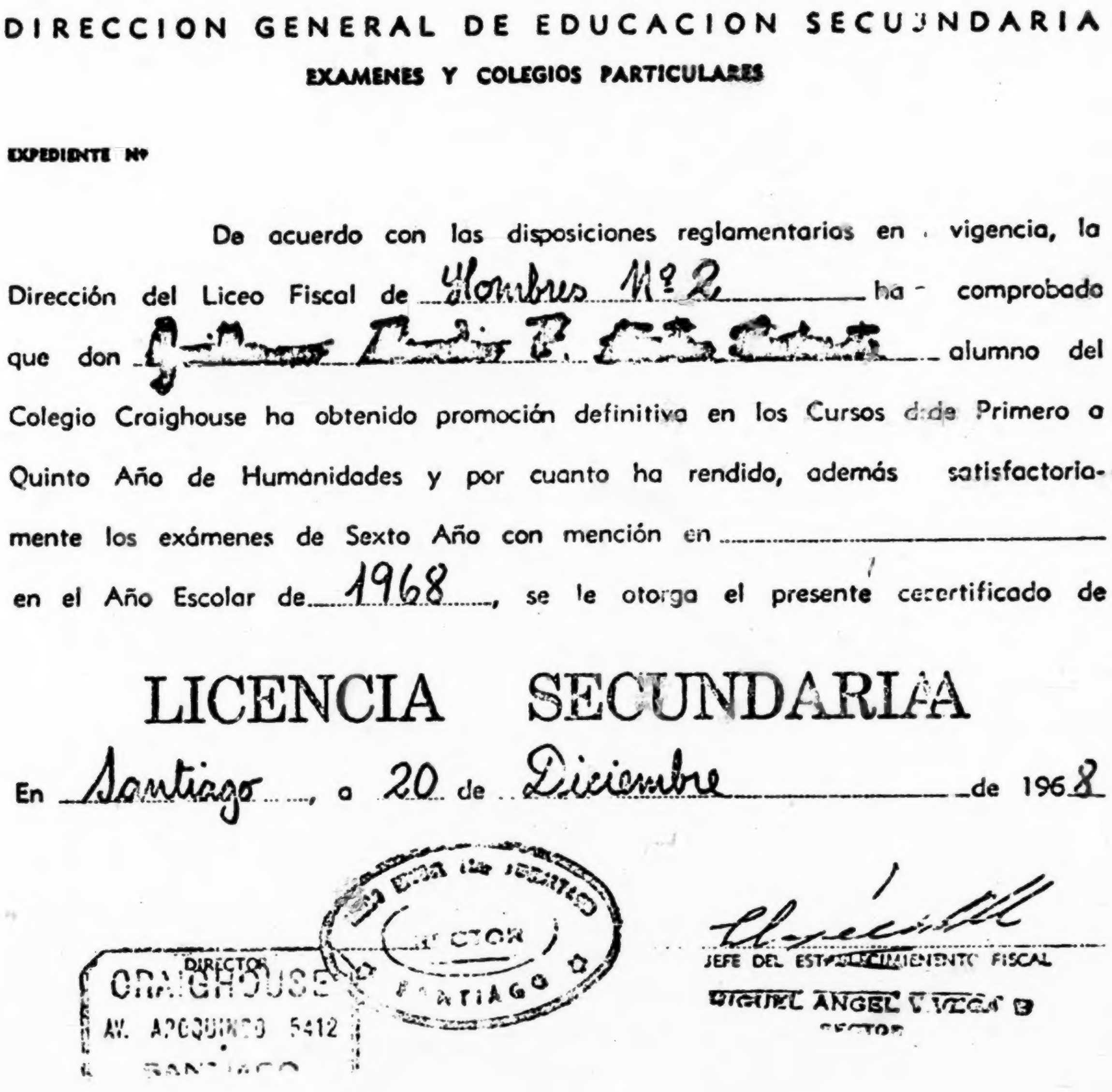
RO

G. T. Darling
Director

SANTIAGO

Firma y timbre del Jefe del Establecimiento
MIGUEL ANGEL VEGA R
RECTOR

Figure 1—Sample of a secondary school record (second cycle)



DIRECCION GENERAL DE EDUCACION SECUNDARIA

EXAMENES Y COLEGIOS PARTICULARES

EXPEDIENTE Nº

De acuerdo con las disposiciones reglamentarias en vigencia, la Dirección del Liceo Fiscal de Hombres Nº 2 ha comprobado que don [redacted] alumno del Colegio Craighouse ha obtenido promoción definitiva en los Cursos de Primero a Quinto Año de Humanidades y por cuanto ha rendido, además satisfactoriamente los exámenes de Sexto Año con mención en .... en el Año Escolar de 1968, se le otorga el presente certificado de

LICENCIA SECUNDARIA

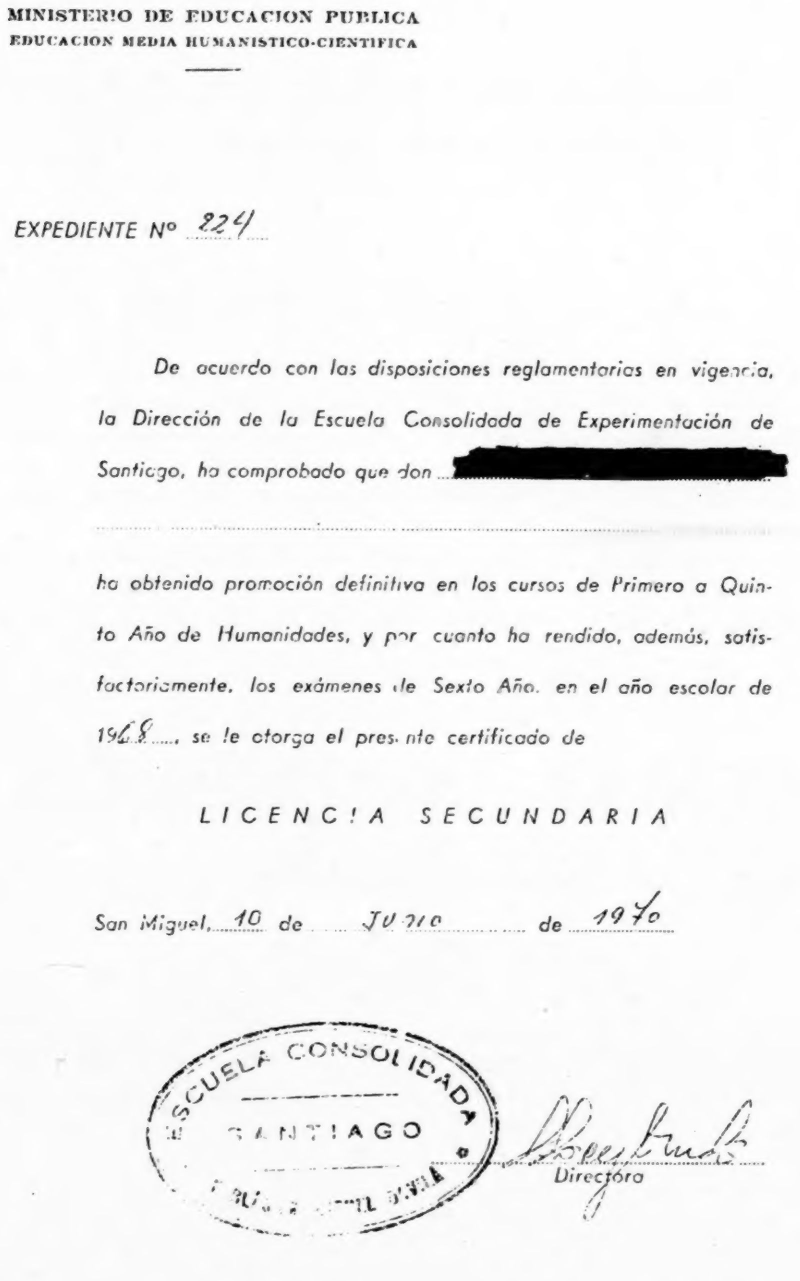
En Santiago, a 20 de Diciembre de 1968

DIRECTOR
CRAIGHOUSE
AV. APOQUINDO 5412
SANTIAGO

RECTOR
SANTIAGO

JEFE DEL ESTABLECIMIENTO FISCAL
MIGUEL ANGEL V. VEGA B
RECTOR

Figure 2—Sample of a Secondary License



MINISTERIO DE EDUCACION PUBLICA
EDUCACION MEDIA HUMANISTICO-CIENTIFICA

EXPEDIENTE Nº 224

De acuerdo con las disposiciones reglamentarias en vigencia, la Dirección de la Escuela Consolidada de Experimentación de Santiago, ha comprobado que don [redacted]

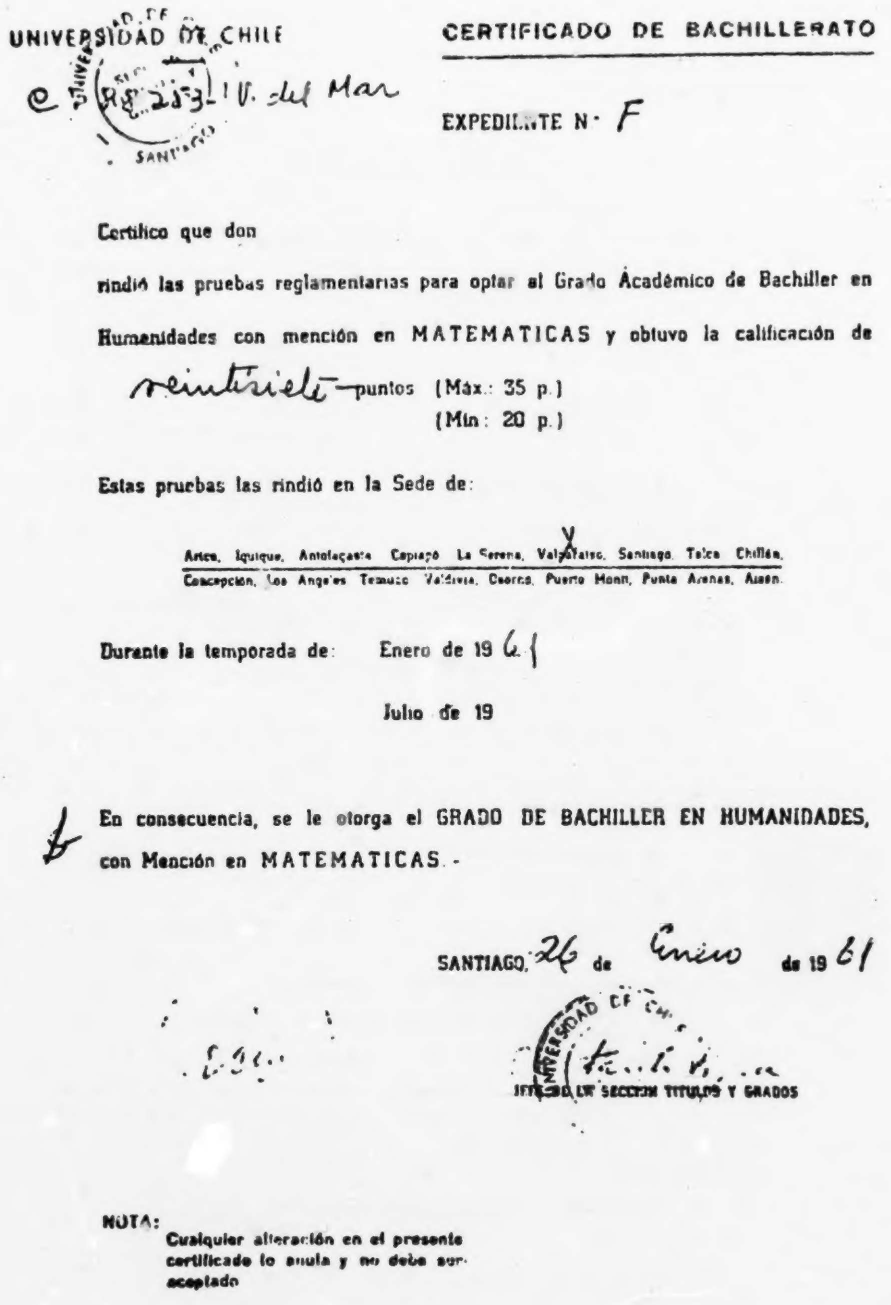
ha obtenido promoción definitiva en los cursos de Primero a Quinto Año de Humanidades, y por cuanto ha rendido, además, satisfactoriamente, los exámenes de Sexto Año, en el año escolar de 1968, se le otorga el presente certificado de

LICENCIA SECUNDARIA

San Miguel, 10 de Junio de 1970

Directora

Figure 3—Sample of another type of Secondary License



UNIVERSIDAD DE CHILE

e 98.253-1 V. del Mar

CERTIFICADO DE BACHILLERATO

EXPEDIENTE N° F

Certifico que don

rindió las pruebas reglamentarias para optar al Grado Académico de Bachiller en Humanidades con mención en MATEMATICAS y obtuvo la calificación de veintisiete puntos (Máx.: 35 p.)
(Mín.: 20 p.)

Estas pruebas las rindió en la Sede de:

Arica, Iquique, Antofagasta, Copiapó, La Serena, [✓ Valparaíso], Santiago, Talca, Chillán,
Concepción, Los Angeles, Temuco, Valdivia, Osorno, Puerto Montt, Punta Arenas, Aisen.

Durante la temporada de: Enero de 1961
Julio de 19

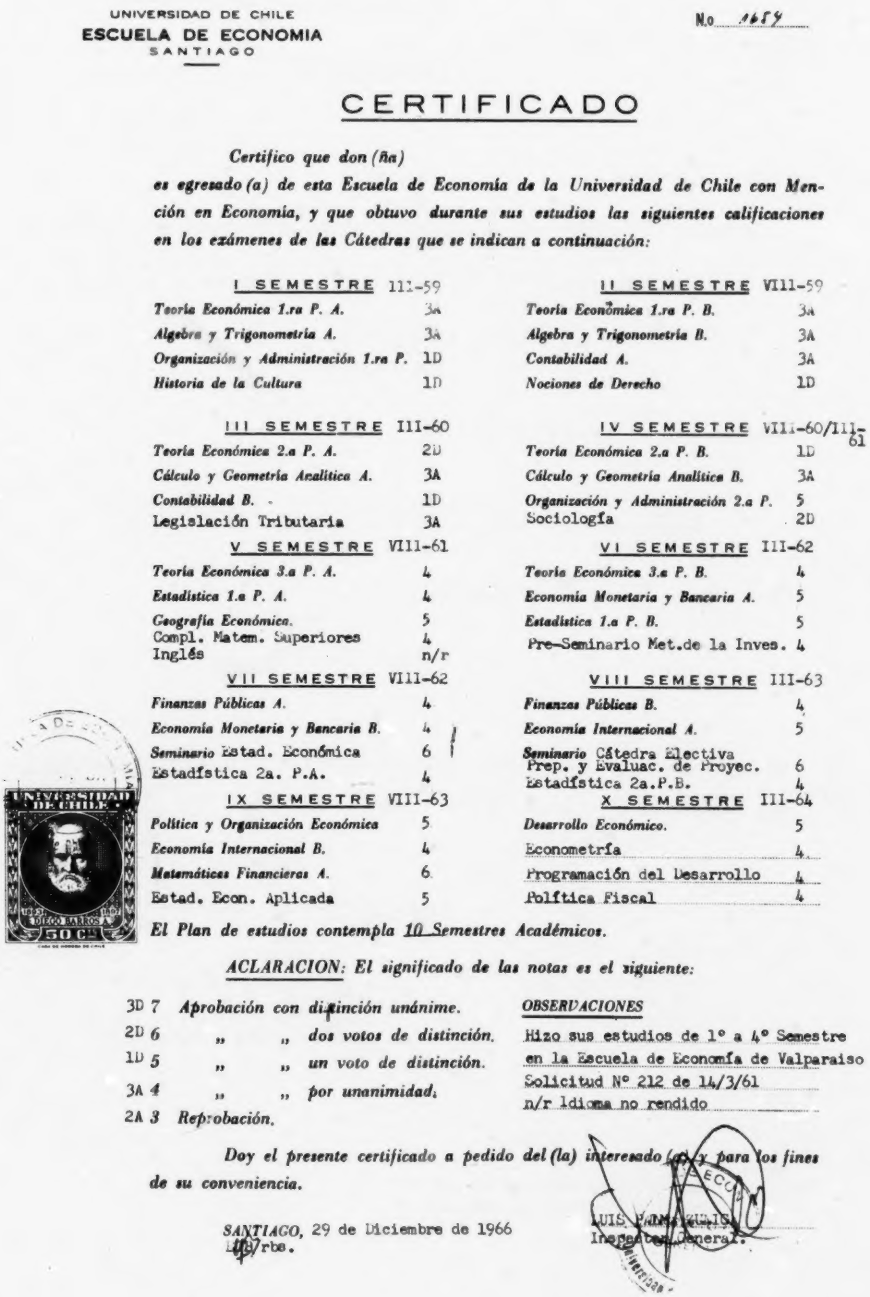
En consecuencia, se le otorga el GRADO DE BACHILLER EN HUMANIDADES, con Mención en MATEMATICAS.-

SANTIAGO, 26 de Enero de 1961

JEFE DE LA SECCION TITULOS Y GRADOS

NOTA:
Cualquier alteración en el presente certificado lo anula y no debe ser aceptado

Figure 4—Sample of a secondary-level *Bachillerato* certificate



UNIVERSIDAD DE CHILE
ESCUELA DE ECONOMIA
SANTIAGO

No 1659

CERTIFICADO

Certifico que don (ña)

es egresado (a) de esta Escuela de Economía de la Universidad de Chile con Mención en Economía, y que obtuvo durante sus estudios las siguientes calificaciones en los exámenes de las Cátedras que se indican a continuación:

I SEMESTRE	III-59	**II SEMESTRE**	VIII-59
Teoria Económica 1.ra P. A.	3A	*Teoria Económica 1.ra P. B.*	3A
Algebra y Trigonometria A.	3A	*Algebra y Trigonometria B.*	3A
Organización y Administración 1.ra P.	1D	*Contabilidad A.*	3A
Historia de la Cultura	1D	*Nociones de Derecho*	1D
III SEMESTRE	III-60	**IV SEMESTRE**	VIII-60/III-61
Teoria Económica 2.a P. A.	2D	*Teoria Económica 2.a P. B.*	1D
Cálculo y Geometria Analitica A.	3A	*Cálculo y Geometria Analitica B.*	3A
Contabilidad B.	1D	*Organización y Administración 2.a P.*	5
Legislación Tributaria	3A	Sociología	2D
V SEMESTRE	VIII-61	**VI SEMESTRE**	III-62
Teoria Económica 3.a P. A.	4	*Teoria Económica 3.a P. B.*	4
Estadistica 1.a P. A.	4	*Economia Monetaria y Bancaria A.*	5
Geografia Económica.	5	*Estadistica 1.a P. B.*	5
Compl. Matem. Superiores	4	Pre-Seminario Met.de la Inves.	4
Inglés	n/r		
VII SEMESTRE	VIII-62	**VIII SEMESTRE**	III-63
Finanzas Públicas A.	4	*Finanzas Públicas B.*	4
Economia Monetaria y Bancaria B.	4	*Economia Internacional A.*	5
Seminario Estad. Económica	6	*Seminario* Cátedra Electiva Prep. y Evaluac. de Proyec.	6
Estadística 2a. P.A.	4	Estadística 2a.P.B.	4
IX SEMESTRE	VIII-63	**X SEMESTRE**	III-64
Política y Organización Económica	5	*Desarrollo Económico.*	5
Economia Internacional B.	4	Econometría	4
Matemáticas Financieras A.	6	Programación del Desarrollo	4
Estad. Econ. Aplicada	5	Política Fiscal	4

El Plan de estudios contempla 10 Semestres Académicos.

ACLARACION: El significado de las notas es el siguiente:

3D 7 *Aprobación con distinción unánime.*
2D 6 *" " dos votos de distinción.*
1D 5 *" " un voto de distinción.*
3A 4 *" " por unanimidad.*
2A 3 *Reprobación.*

OBSERVACIONES

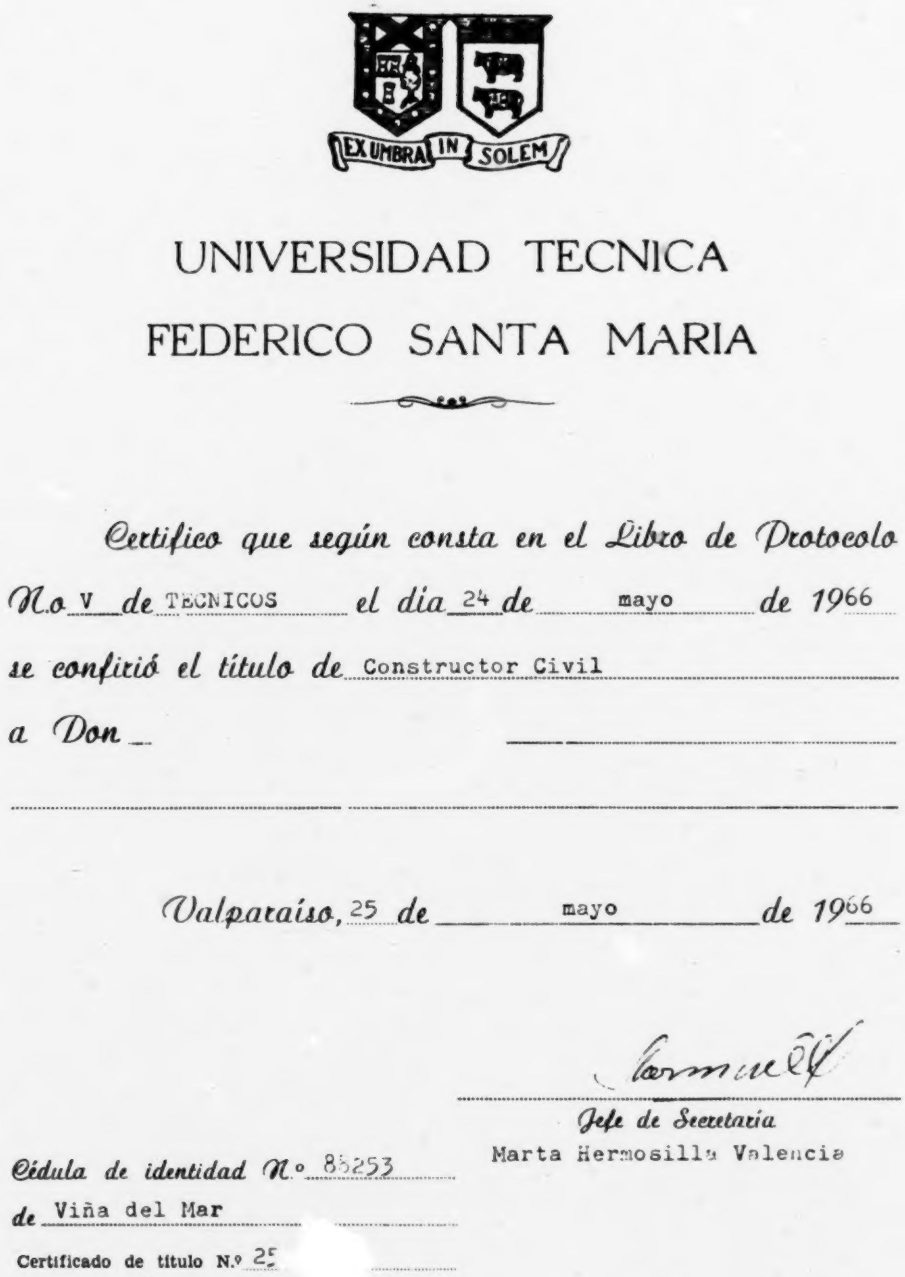
Hizo sus estudios de 1° a 4° Semestre en la Escuela de Economía de Valparaiso
Solicitud N° 212 de 14/3/61
n/r Idioma no rendido

Doy el presente certificado a pedido del (la) interesado (a) y para los fines de su conveniencia.

SANTIAGO, 29 de Diciembre de 1966
[illegible]/rbs.

LUIS PALMA ZULIG
Inspector General.

Figure 5—Sample of a university record



EX UMBRA IN SOLEM

UNIVERSIDAD TECNICA
FEDERICO SANTA MARIA

Certifico que según consta en el Libro de Protocolo N.o V *de* TECNICOS *el día* 24 *de* mayo *de 19*66 *se confirió el título de* Constructor Civil *a Don* [redacted]

Valparaíso, 25 *de* mayo *de 19*66

Jefe de Secretaría
Marta Hermosilla Valencia

Cédula de identidad N.o 85253
de Viña del Mar
Certificado de título N.º 25 [redacted]

Figure 6—Sample of a university title

ECUADOR

United States Resource Person

Henry Holland

Counterpart Resource Person

Fr. Alfonso Villalba

Study Group

Judith Haskell
Gerald Hickey
Clyde Iglinsky
Jacob Koehl
Frederick Lockyear
Ruth Reihle

I. CHART OF THE ECUADORIAN EDUCATIONAL SYSTEM

Age	U. S. A.	School Year	
25	Graduate and Professional	20	HIGHER EDUCATION (EDUCACION SUPERIOR) Fields offered at university level: Agricultural Technician, Electrical Technician—two years; Laboratory Technician, Nursing, Social Service—three years; *Licenciado* in Nursing or Social Service—four years; Education, Philosophy and Letters (preparation for secondary school teaching)—four years; Agronomy, Architecture, Veterinary Medicine—five years; Economics, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Mineral Engineering, Naval Engineering—five or six years, depending on the university; Law, Pharmacy—six years; Medicine—seven years; graduate program in Industrial Engineering—two years beyond first degree.
24		19	
23		18	
22		17	
21	Undergraduate	16	
20		15	
19		14	
18		13	POSSIBILITY OF PRE-UNIVERSITY OR PRE-POLYTECHNIC YEAR
17	Secondary School	12	Modern Humanities: Science ¦ Social Science ¦ Classics Industrial Commerce and Administration Animal Husbandry Female Industrial Arts Education (Prepares Primary Teachers) Art
16		11	
15		10	SECONDARY EDUCATION-DIVERSIFIED CYCLE (EDUCACION SECUNDARIA-CICLO DIVERSIFICADO) Three Years
14	Elementary School	9	SECONDARY EDUCATION-BASIC CYCLE (EDUCACION SECUNDARIA-CICLO BÁSICO) Three Years
13		8	
12		7	
11		6	ELEMENTARY EDUCATION (EDUCACION PRIMARIA) Six Years-Free and Compulsory
10		5	
9		4	
8		3	
7		2	
6		1	
5	Kindergarten		PRE-SCHOOL EDUCATION (EDUCACION PRE-ESCOLAR) Non-Compulsory
4	Nursery or Pre-School		
3			

ECUADOR

II. BACKGROUND

A. **General.** Ecuador is located in the north-west part of South America, and derives its name from the equator, which passes through it. The Andes mountains, running more or less north and south through the country, divide it into three regions: the coastal, the central or *sierra* (mountains), and the *Oriente* or eastern (jungle).

The population in 1968 was estimated at 5,695,000; its main ethnic elements are Indian and Spanish. Before the 15th century, the country was inhabited by such Indians as the Maya-Quiché from Central America, the Chibchas from Colombia, the Caribs from the Amazon area, and the Yungas and Quechuas from Perú. These aboriginal peoples were conquered in the latter part of the 15th century by the invading Incas from Perú, who established the seat of their empire at Quito, the present capital of Ecuador. The Incas in turn were conquered by Spaniards in the 16th century. The people today are mostly Roman Catholic and speak Spanish and various Indian languages.

The Spanish conquest of Ecuador began with the expeditions, in search of gold, of Pizarro and Almagro in 1524. It continued with a second expedition in 1531 under Pizarro, together with Soto and Benalcázar, which proceeded through Ecuador to Perú. Benalcázar established the first Spanish towns in Ecuador, San Francisco de Quito and Santiago de Guayaquil. Indian resistance to the invaders was mostly crushed by 1535.

At the outset of the colonial period, the Ecuadorian settlements were under the jurisdiction of the governor of Perú. This arrangement proved unwieldy, however, so Philip II of Spain created a seat of local government, the *Real Audiencia* (Royal Court) of Quito, in 1563.

As colonial society took shape, marked divisions between social classes became evident, based on differences in race, origin, and color. At the top were Spanish nobles. Next came Creoles (native-born descendants of Spaniards), followed by poor Spaniards, *mestizos* (mixed Spanish and Indian), Indians, and Negroes. Conflicts arose between noble and Creole, poor-white and *mestizo*. Indians were exploited in various ways, while Negroes were slaves. Unjust taxation, falling more heavily on the poor (especially the Indians) than on the rich, led to Indian uprisings and resentment of the Spanish rulers.

Resentment of the Spanish combined with other factors to create an independence movement. First, a cultural evolution closely linked to the Church, which had established schools, libraries, and printing presses, helped to foster ideas of freedom and self-government, especially among the Creoles. Then, as elsewhere in Latin America, a powerful impetus to independence came from the events in Europe and North America in the late 18th century (primarily the revolutions there).

The Ecuadorians fought for their independence from 1809 to 1822. In the latter year, the Spanish forces were finally defeated at the battle of Pichincha by the troops of Bolívar, San Martín, and Sucre. From 1822 to 1830, Ecuador, together with Venezuela and Colombia, was part of a confederation known as *Gran Colombia*. The confederation fell apart, however, due to the many differences among the peoples involved, and Ecuador became an independent republic.

Ecuador's modern history, dating from 1830, has been one of political turmoil, punctuated by army coups, and one in which may be perceived the themes of conservative against liberal, and coast against *sierra*.

The first fifteen years of the republic were a time of turmoil, with politics being dominated by Flores, a Venezuelan who was the first president elected under the new constitution. The next fifteen years, until 1860, were the most turbulent in Ecuador's history. There were five presidents, and less and less semblance of any sort of national government. Out of this chaos emerged a strong leader, García Moreno, who was the chief political figure for a further fifteen-year period. He attempted to build a strong and unified country through austere religious discipline. Social and economic advances were made, but at the same time his dictatorial methods antagonized growing liberal elements. He was assassinated in 1875 when he sought re-election.

The next twenty years—until 1895—were again ones of great turmoil, but also of economic development. Conservatives, representing feudal, Catholic, *sierra* interests, were in power most of the time, but in conflict with the increasing strength of the liberals, which was fostered by the expanding coastal export economy. Alfaro, a liberal, gained control of the government in 1895 after a year of civil war, and was then elected president in 1897 under a new constitution. He is considered one of the outstanding figures in Ecuador's history, as the leader of the Liberal Revolution. During his time of influence—he was in and out of office until 1916—he was responsible for many social and cultural advances. Church and State were separated, and the Church was divested of exclusive control over education; non-confessional schools were established, as well as night schools for workers; steps were taken to ensure freedom of thought, religion, and the press; taxation of Indians was abolished.

From 1912 until 1925 politics were increasingly dominated by coastal financial interests, specifically banks. The economy expanded as the sugar and petroleum industries developed, and manufacturing grew in volume; labor unions increased their influence; but the country also experienced economic reverses as a result of the First World War.

Since 1925, when the army ended the domination of the banks with the imposition of a junta, there has been a succession of presidents or dictators and an alternation of civilian and military ascendancy. From 1925 to 1933, a number of legal, economic, and social reforms were made in an effort to strengthen liberalism as against militarism and the oligarchic tradition. The outstanding president of this period, Ayora, fought the power of the banks by establishing the Central Bank of Ecuador and creating new monetary laws. Also during this time, social service institutions were created, along with a Secretariat for Social Welfare, and laws for public assistance were passed which were the basis for the Labor Code.

In 1933, Velasco Ibarra was elected president as a conservative. He has been a leading political figure ever since, and in and out of office several times. He was deposed during the first year of his first term, but brought back in 1944 following the overthrow of the liberal Arroyo del Río (who had been elected in 1940 following a period of severe economic and social problems). Velasco Ibarra was deposed again in 1947, by an army coup, as a result of unrest caused by economic problems following World War II. He returned to office in 1952, for four years, and then again in 1960, from exile in Argentina. Unrest over inflation, higher taxes, and declining trade forced his resignation, however, in 1961, and his vice president, Arosemena, took over. The latter was in turn ousted in 1963 by an army coup, and a junta ruled until 1966, when opposition forced a return to civilian, constitutional government. A new constitution was promulgated in 1967, and the following year Velasco Ibarra was elected president once again. In 1969, he declared himself Supreme Commander of the nation, and is still in power.

Meanwhile, Ecuador is taking steps to realize the great potential of its natural resources, primarily through the development of its eastern region. Also, through the Andean Pact and its vision of a community of nations, Ecuador is working toward Bolívar's dream of inter-American brotherhood and union, and a better life for its people.

B. Education. Education during the colonial period was entirely provided and controlled by the Catholic Church, and began with the arrival of missionaries, together with the conquerors, to teach the Indians reading and writing.

By 1551 the first private school, intended for Creoles and *mestizos* and supported by student fees, was in operation under Church auspices. In the following year, the first school was opened that could be said to be state-supported (in that it was financed by the Spanish crown). Called the St. John the Evangelist school, its primary purpose was to teach the Indians. It was free of charge, and the curriculum, such as it was, included the three R's, music, and such practical skills as ploughing with oxen. The teachers were Franciscan monks.

The expansion of education in colonial times was given a strong push by the need for labor in the construction of churches. This led to the establishment of art and vocational schools, which at the same time had the effect of raising the general level of culture. It also contributed to the creation of seminaries and universities. These attracted the best qualified young men as students and prepared them for careers in the priesthood or in religious orders.

Universities were founded in the colonial period by the Augustinians, Jesuits, and Dominicans. That of the last-named order, Central University, is still in existence. University curricula included humanities, philosophy, theology, canon and civil law, and medicine.

Following independence, the first significant date in the history of Ecuadorian education is 1836, when President Rocafuerte issued the Decree for Public Education and appointed the first Director General of Education. These actions stemmed from Rocafuerte's perception, expressed in a State of the Nation address, that the masses were uneducated, and that their ignorance was responsible for a lack of civic virtues and the country's tendency to political instability. In addition, Rocafuerte ordered the creation of elementary and secondary schools in all the main convents of Quito, the establishment of high schools in the capital of each province, and the provision of curricula for the schools. He also created the School of Medicine in Cuenca, started a school of obstetrics, and reorganized religious schools.

Important advances in education were made during the fifteen years of García Moreno's rule (1860-1875). Christian Brothers and Nuns of the Sacred Heart were brought in under contract to teach, and responsibility for secondary education was given to the Jesuits. García Moreno also established the Polytechnical School in Quito, which was planned and directed by German Jesuits, and had the first science laboratories in the country; he also created the Music Conservatory and the School of Arts and Crafts.

In 1884, the constitutional assembly created the position of Secretary of Public Education. During Flores' presidency, in 1892, the Minister of Education declared that it was the duty of the state to provide free education. This trend was continued under Alfaro (in power, on and off, from 1895 to 1916), when compulsory non-confessional education was established and normal schools were created for the training of teachers. In 1898, the government declared education a monopoly of the state—no private institution could give diplomas or certificates. In 1900, night schools for adults and educational centers for Indians were established.

It was not until 1937, however, that the organization of education in Ecuador was clearly and firmly established. In that year, a *Modus Vivendi* was signed by the Holy See and the Ecuadorian government which stated that the latter would guarantee educational freedom, under which the Church would have the right to establish its own educational institutions, subject to the rules and regulations of the Ministry of Education. At the same time, the principle was recognized of non-confessional education in the state-supported public school system. The state thus has complete control of public education, and private elementary and secondary schools can exist only if they follow the requirements of the government. (At the university level, private institutions are autonomous, with power in their governance shared by professors and students—no authority is exercised by the government.)

The present-day Organic Law of Education, which governs the educational system, expresses the official policy and philosophy of the government. The law states that the education of children is the first duty and right of parents or those who represent them, and that the state will see to it that this duty is carried out and that the exercise of the right is facilitated. The state will respect the parents' choice of the type of education they think best for their children, whether public or private, and will neither promote nor attack any religion. At all levels of education, one of the main objectives will be the formation of a sound moral and civic character. Special attention is to be given to Indians in both public and private education. In public elementary schools, supplies and books will be provided free to children whose families are too poor to buy them. Thus is Ecuador attempting to provide its people with a comprehensive, democratic system of education.

III. EDUCATIONAL SYSTEM TODAY

General. The Ministry of Education in Ecuador controls and supervises all educational programs in the pre-primary through the secondary levels. The system allows for both public and private schools throughout all these levels, the majority of private schools being conducted by religious-affiliated organizations. The academic year varies from 160 to 180 days; in the *Sierra* region from October 1 to July 15 and in the Coastal region from April 1 to January 15. From the following table (1969) of schools and enrollment rates in the various kinds and levels of education, one can readily see that the attrition rate in Ecuador is crucial.

Schools

		Pre-Primary	Primary	Secondary	University
Public	State	76	5,188	193	9
	Municipal	6	1,180	21	
	Total	82	6,368	214	9
Private	Catholic	58	537	231	2
	Non-Catholic	3	407	138	1
	Total	61	944	369	3
Grand Total		143	7,312	583	12

Students

		Pre-Primary	Primary	Secondary	University
Public	State	9,926	630,603	83,716	15,058
	Municipal	913	97,378	7,598	
	Total	10,839	727,981	91,314	15,058
Private	Catholic	2,874	145,450	54,385	3,665
	Non-Catholic	125	16,174	6,323	557
	Total	2,909	161,724	60,708	4,222
Grand Total		13,748	889,705	152,022	19,280

Pre-Primary. Pre-primary education is available for those children between the ages of three and six. It is not required by law that Ecuadorians enroll their children in the pre-primary schools; this educational opportunity is strictly optional.

Elementary. Elementary education begins at the age of six and continues for six years. All children in Ecuador between the ages of six and fourteen are required by law to be enrolled in school, but in reality the law is difficult to enforce.

Secondary. The six-year secondary program consists of two three-year cycles; for the successful, it culminates in the *Bachillerato* (completion of a secondary school program). The first cycle of three years is called the *ciclo básico* (basic cycle); it is common to the entire Ecuadorian secondary system. The following is the three-year *ciclo básico* curriculum together with the hours per week devoted to each subject:

Ciclo Básico

	Cursos (Years)			
	I	II	III	Total
A. *Cultura General* (General Culture)				
Castellano (Spanish)	5	5	5	15
Matemáticas (Mathematics)	5	5	5	15
Historia y Geografía (History and Geography)	5	4	4	13
Ciencias Naturales (Natural Science)	4	4	4	12
Idioma Extranjero (Foreign Language)	3	3	3	9
Educación Musical (Music)	2	2	2	6
Dibujo (Art)	1	1	1	3
Educación Física y Salud (P.E. and Hygiene)	3	2	2	7
Cívica (Civics)	-	-	1	1
B. *Opciones Prácticas* (Woodworking, Crafts)	6	8	8	22
C. *Asociación de Clases* (Class Activities)	3	3	2	8
	37	37	37	111

The second three-year cycle is called the *ciclo diversificado* (diversified cycle); in it the student may elect to follow one of several established programs of study. Upon receipt of the *Bachillerato*, the student may proceed to 1) the university or 2) to other institutions of higher education requiring the *Bachillerato*. Others select a secondary specialization in the *Bachillerato* that is terminal in nature and which allows for career opportunities. In theory, Ecuadorian law permits all holders of the *Bachillerato* to apply to study at the university level. However, United States admissions officers should be aware that:

1. The *Bachillerato en Humanidades Modernas* (Modern Humanities) with a specialization in science *(ciencias)* or in social science *(ciencias sociales)* is the most appropriate university-preparatory degree both for Ecuador and for the United States. The curriculum outline is as follows:

Planes de Estudios del Ciclo Diversificado de Humanidades Modernas (Curricula of the Diversified Cycle of Modern Humanities)

Plan Común (Common Curriculum)	*Cursos* (Years) IV	V	VI	Total
Idioma Extranjero (Foreign Language)	3	3	3	9
Historia de Límites del Ecuador (History of the Boundaries of Ecuador)	-	2	-	2
Educación Física (P.E.)	2	2	2	6
Psicología (Psychology)	-	-	2	2
Lógica y Etica (Logic and Ethics)	3	-	-	3
Problemas Filosóficos (Problems of Philosophy)	-	3	-	3
Asociación de Clases (Class Activities)	1	1	1	3
Subtotals	9	11	8	28

Modalidad de Ciencias Matemático-Físico-Químico-Biológicas (Science specialization)

Materias de Especialización (Major Subjects)	IV	V	VI	Total
Matemáticas (Mathematics)	5	6	6	17
Física (Physics)	4	4	6	14
Química (Chemistry)	4	4	5	13
Biología (Biology)	4	4	4	12
Subtotals	17	18	21	56

Materias de Cultura General (General Culture Subjects)	IV	V	VI	Total
Apreciación Literaria y Composición (Literary Appreciation and Composition)	4	2	2	8
Historia Universal (World History)	3	-	-	3
Historia del Ecuador (History of Ecuador)	-	2	2	4
Geografía Humana y Económica Universal (World Human and Economic Geography)	2	-	-	2
Geografía Humana y Económica del Ecuador (Ecuadorian Human and Economic Geography)	-	2	-	2
Economía (Economics)	-	-	2	2
Subtotals	9	6	6	21
General Total (Science)	35	35	35	105

Modalidad de Ciencias Sociales (Social Science Specialization)

Materias de Especialización (Major Subjects)	IV	V	VI	Total
Análisis Literario y Composición (Literary Analysis and Composition)	5	5	6	16
Historia Universal (World History)	4	4	-	8
Historia del Ecuador (Ecuadorian History)	-	-	6	6
Geografía Universal y del Ecuador (World and Ecuadorian Geography)	4	4	-	8
Geografía Humana y Económica Universal y del Ecuador (World and Ecuadorian Human and Economic Geography)	-	-	5	5
Economía (Economics)	3	3	3	9
Cívica (Civics)	-	2	-	2
Sociología (Sociology)	2	2	-	4
Corrientes Filosóficas (Philosophical Trends)	-	-	2	2
Subtotals	18	20	22	60

Materias de Cultura General (General Culture Subjects)	IV	V	VI	Total
Matemáticas (Mathematics)	4	2	3	9
Ciencias Naturales (Natural Sciences)	4	2	2	8
Subtotals	8	4	5	17
General Total (Social Science)	35	35	35	105

2. The *Bachillerato Industrial* may be considered for admission to engineering or science programs. The curriculum is similar to that of the Science option of *Humanidades Modernas*, with more emphasis on technology and industrial arts.

3. The *Bachillerato Agropecuario* (animal husbandry and agriculture) may be considered for admission to programs in the field of agriculture.

4. The *Bachillerato en Ciencias de la Educación* (Educational Sciences) is designed as a terminal degree, preparing teachers for the primary level. All former normal schools in Ecuador are being converted to *colegios* (secondary schools) which will grant this degree. It will allow for admission to study for four years in the *Facultad de Educación* (School of Education) of an Ecuadorian university, which prepares teachers for the secondary level.

5. The *Bachillerato en Comercio y Administración* (Commerce and Administration) with specializations in *Contabilidad* (Accounting), *Administración*, or *Secretariado* (secretarial science) is a terminal secondary program, designed for career preparation in the respective areas of employment.

6. Theoretically, provision has been made for other *Bachilleratos* in Classics, in Female Industrial Arts, and in the Fine Arts. At the present time, however, these secondary school completion diplomas are not being awarded.

Higher Education.

Entrance Requirements

1. At the moment there is no system of entrance examinations for the national universities. Some of the private universities may require them.

2. The student must have the title of *Bachiller*, generally either in *Humanidades Modernas* or *Técnico*.

3. Some universities and technical schools have what is known as an "*Año Pre-politécnico*" or "*Año Pre-universitario*" (pre-polytechnic or pre-university year). An examination is administered, generally after the student has been admitted to the university. On the basis of the results obtained on this examination, students are either placed in the first or second semester of the "pre" program or admitted directly to the first-year program in the Faculty (School) in which they wish to study. If a student who is admitted on the basis of his *Bachillerato* does not feel qualified to take this examination, or does not take it for some other reason, he will be required to enter the first semester of the "pre" course. It should be noted that all faculties and all universities do not have this type of program. It is well-established at the Escuela Politécnica Nacional. Please see additional remarks regarding the "pre" course under *Special Factors* below.

Universities

Following is a list of degree-granting universities in Ecuador. Courses taken at any of these institutions are acceptable toward a final degree *(título)* at any other Ecuadorian institution.

State Universities:	Location	Date of Founding
La Escuela Politécnica Nacional	*Quito*	1870
La Escuela Superior Politécnica del Litoral	*Guayaquil*	1958
La Universidad Central del Ecuador	*Quito*	1769
La Universidad de Guayaquil	*Guayaquil*	1867
La Universidad de Cuenca	*Cuenca*	1867
La Universidad de Loja	*Loja*	1869
La Universidad Técnica de Manabí	*Portoviejo*	1952
Newly established State Universities which have not as yet graduated students:		
La Universidad Técnica de Ambato	*Ambato*	1968
La Universidad Técnica de Machala	*Machala*	1970
La Universidad Técnica de Esmeraldas	*Esmeraldas*	1970
Private Universities authorized by the government:		
La Pontificia Universidad Católica del Ecuador	*Quito*	1946
Facultad de Agronomía	*Riobamba*	
La Universidad Católica de Santiago de Guayaquil	*Guayaquil*	1962
Facultad de Filosofía y Letras	*Cuenca*	
La Universidad Laica Vicente Rocafuerte	*Guayaquil*	1965
Branches	*Babahoyo* *Manta* *Portoviejo*	

In addition to the above-listed universities, there are other institutions of higher learning in Ecuador. However, because of the special characteristics of the programs they offer, their courses may not be transferred to degree programs in the above-listed universities.

University Degrees *(Títulos)*

The number of years required to complete the course work for an academic degree in Ecuador may vary from one university to another, and from one *Facultad* (school within a university) to another. Following is a list of the principal *Facultades* and the degrees *(títulos)* which may be obtained from each. Particular attention is called to the two notes which follow the list.

Facultad (School)	Years	*Título* (Degree)	Additional Years and/or Thesis	*Título* (Degree)
Instituto Tecnológico (Technological Institute)				
Ganadería (Agricultural Technician)	2	*Técnico* (Technician)		
Electricidad (Electrician)	2	*Técnico*		
Enfermería or *Medicina* (Nursing or Medicine)	3	*Técnico de Lab. Clínico* (Clinical Lab. Technician)		
	3	*Enfermera* (Nurse)	1 and thesis	*Licenciado*

Facultad (School)	Years	*Título* (Degree	Additional Years and/or Thesis	*Título* (Degree)
Servicio Social (Social Service)	3	*Visitadora Social* (Social Worker)	1 and thesis	*Licenciado*
Ciencias de la Educación (Educational Sciences)	4	*Licenciado*	2 and thesis	*Doctor en Educación*
Filosofía y Letras (Philosophy and Letters)	4	*Licenciado*	2 and thesis	*Doctor en Filosofía y Letras*
Jurisprudencia (Jurisprudence)	4	*Licenciado*	2 and thesis	*Doctor en Leyes* (Doctor in Laws)
Agronomía (Agronomy)	5		Thesis	*Ingeniero Agrónomo* (Engineer in Agronomy)
Arquitectura (Architecture)	5	*Arquitecto*	Thesis	*Doctor en Arquitectura*
Ciencias Económicas (Economic Sciences)	5 or 6		Thesis	*Economista*
	2 add'l		Thesis	*Doctor en Ciencias Económicas*
Farmacia (Pharmacy)	6			*Doctor en Química y Farmacia*
Ingeniería (Engineering)				
Civil	5 or 6		Thesis	*Ingeniero Civil*
Eléctrico	5 or 6		Thesis	*Ing. Eléctrico*
Mecánico	5 or 6		Thesis	*Ing. Mecánico*
Minas y Petroleo (Mines and Petroleum)	5 or 6		Thesis	*Ing. de Minas*
Naval	5 or 6		Thesis	*Ing. Naval*
Químico (Chemical)	5 or 6		Thesis	*Ing. Químico*
Medicina	7 (including 1 year internship)			*Doctor en Medicina*
Medicina Veterinaria	5			*Doctor en Med. Veterinaria*

Note 1: Before admitting a student with an Ecuadorian *Licenciado* to a graduate program, one should carefully examine the course content of what is normally a four-year program. In many cases, the academic preparation is not very strong in programs leading to this degree. The *Licenciado* is usually earned by prospective secondary school teachers and the program may be much more heavily weighted in favor of pedagogical courses than the area of specialization.

Note 2: A student who has finished all of the academic requirements for what is normally a five or six year program, but who has not written a thesis, is known as an *egresado*. This is not a title or a degree. It signifies that the student has completed all academic requirements. In order to practice a profession, especially in the case of an Engineer, the student will need the title *Ingeniero;* this title requires the preparation of a thesis. It is suggested that the student who is an *egresado* from an Ecuadorian university should be considered for graduate placement in the United States even though he does not hold the professional *título* (title).

Graduate Work in Ecuador

There are as yet very few programs in Ecuador which lead to graduate degrees. At the present time the title of *Ingeniero Industrial* is considered a graduate degree, as it requires two years of additional study beyond the first engineering degree. The Escuela Politécnica Nacional in Quito is awarding the *título* of *Maestro* ("master") in a few selected technical fields.

IV. THE GRADING SYSTEM

Secondary Education. Grading in the secondary system is on a scale of 0-80. There are generally three examinations during the academic year with a maximum possible grade in each of 20 points. In order to be allowed to take the final examination at the end of the year in a subject, the student must have accrued at least half of the maximum possible points on the previous examinations; i.e., he must have a total of 30 points in order to be allowed to take the final examination. Only one final grade for each subject will appear on the official document.

In order for a student to pass a particular subject he must obtain a minimum grade of 45 out of a possible 80 (written 45/80). Each of the three trimester examinations and the final examination have a maximum value of 20 points.

It is suggested that the following grade equivalences be used as a guideline for individual subject grades:

80–75	*Sobresaliente*	Excellent
74–65	*Muy Bueno*	Very Good
64–55	*Bueno*	Good
54–45	*Regular*	Minimum Pass
44 or less	*Fracaso*	Failure

The final year average *(promedio anual de aprovechamiento)* is also expressed on a scale of 0-20. The final grades in the academic subjects are added and this total is divided by the number of subjects. The quotient is then again divided by 4; hence the 0-20 scale. In the rare case where a year average is not indicated, it can be computed in this way. The student will pass the year provided that his year average is at least 10.

The requirements for the *título* of *Bachiller* are:

1. successful completion of the sixth year *(sexto curso);*

2. in *Colegios de Humanidades*, written and oral examinations *(grados escritos y orales);*

3. in *Colegios Tècnicos* and *de Educaciòn*, written, oral, and practical examinations *(grados escritos, orales, y prácticos).*

The results of these supplementary examinations *(grados escritos y orales)* are combined with the six-year average. The combination of these results appear on the diploma expressed in figures 6-10 (6 is the minimum passing mark). Since students typically score unusually high on these supplementary examinations *(grados escritos y orales)* and the examinations are heavily weighted in computing the grade on the diploma, little emphasis should be placed on the grade which appears thereon. The admissions officer is advised to use the average of the last three years of secondary school *(el ciclo diversificado)* as a more accurate indicator of a student's academic ability. If the average of these grades is 80% of the possible total, the applicant should in all probability be encouraged. If the average grade is below 80% of the possible total, however, the admissions officer is advised to examine the record carefully to see whether there are low grades in areas which could be critical to the student's academic objectives.

It should be noted that all *títulos de Bachiller* are closely controlled by the Ministry of Education. After the standard form is completed, signed and authenticated in the individual *colegio* (high school), the form *must* be authenticated and registered in the Ministry of Education. No diploma in Ecuador is authentic unless it bears all of the proper endorsements from the Ministry of Education.

Higher Education. There is no standardized system of grading common to the Ecuadorian universities. Indeed it may vary from faculty to faculty within the same university, as well as from one university to another. The university will generally state somewhere on its official transcript the system of grading used at that university or in that faculty. However, that will not always be the case and one should watch for certain clues.

One of the more common systems in Ecuadorian universities is the 1-10 system. This system is easily recognized on a transcript because there are usually whole numbers only. In rare cases one may find a fraction such as 8.5. Most faculties where this system is used require a grade of 7 to pass the subject. However, in some faculties the passing grade is 6. If a university is preparing an external transcript (one going to another university), the minimum passing grade will usually be stated.

The Universidad de Cuenca is the one Ecuadorian university which uses a 0-100 grading system. The minimum grade at this university to pass a subject is 70.

A few faculties use a system of 0-50. If this system is used the usual minimum passing grade is 30. Grades given in faculties where this system is used are usually written as follows:

Filosofía	48/50
Matemáticas	31/50

Some university faculties use a system based on 40. If this system is used the usual passing grade is 24, sometimes written 24/40. Many universities which use the 40 system (as well as some others) will probably write out the grade in letters rather than in Arabic numbers. This written-out number may also be followed by an indication as to whether it is or is not a passing grade. For example:

VEINTE – NO APROBO	(Twenty—not passing)
TREINTA Y SEIS – APROBADO	(Thirty-six—passed)

It is relatively easy to determine minimum passing marks. However, the United States evaluator should interpret these marks in terms of equivalent United States grades with the standards of his own institution in mind. One should also bear in mind that high grades are rarely assigned by Ecuadorian universities and United States equivalents may be difficult to determine. The United States concept of the unsatisfactory pass ("D") does not exist in Ecuador. Any student who receives a minimum passing grade is assumed to have satisfactorily completed the course.

Traditionally most Ecuadorian university subjects are nine months in length. Some universities, however, are now converting to the semester system and others to the credit system.

It is felt that regardless of the grading system used, applicants who have achieved an overall average of 80% of the possible total should make excellent candidates for United States graduate schools. However, due to the reluctance of certain university faculties to give more than a barely passing grade, it is strongly recommended that any graduate (either *egresado* or with a *Título*) be considered for graduate admission.

Yearly Grade Reports. The majority of Ecuadorian universities issue some type of official certificate *(pase de año)* at the end of each academic year. The United States university should request a complete certificate for each year. This certificate will state whether the academic year has been passed or not. On some certificates, there will appear simply the word *aprobado* (passed) after the list of final grades.

Completion of program of studies and awarding of *Título*. Some titles in Ecuador are awarded without the presentation of a thesis. However, the majority of the professions require the presentation of a thesis in order to obtain the final degree. A student who has successfully completed his academic program but who has not yet prepared and defended his thesis is known as an *egresado*. After he has written and been examined on his thesis, he is awarded the professional title, which will depend on his field. The title awarded by the majority of technical schools is *Ingeniero*, while that of others is usually *Doctor*.

V. SPECIAL CHARACTERISTICS AND QUALITY FACTORS

1. Science laboratory facilities at the secondary level are in many cases inadequate. In addition, obtaining qualified science teachers is often a problem.

2. The location of a secondary school may be very important in determining the quality of the education offered; the secondary schools in urban areas generally offer a stronger educational program than those in rural areas. The following are among the chief cities of Ecuador: Quito, Guayaquil, Cuenca, Loja, Ambato, Machala, Esmeraldas, Riobamba, and Portoviejo.

3. An application from one of the following secondary schools may be an additional indication of a quality program. However, the omission of a school from this list should in no way be taken to imply a lack of quality.

School	*Location*
Benigno Malo	Cuenca
Borja	Cuenca
Cristóbal Colon	Guayaquil
Guayaquil	Guayaquil
Gonzaga	Quito
La Asunción	Cuenca
La Dolorosa	Quito
Maldonado	Riobamba
María Auxiliadora	Guayaquil
Mejía	Quito
Montufar	Quito
Nuestra Señora de la Merced	Quito
San Felipe	Riobamba
San Gabriel	Quito
San José	Guayaquil
Sebastian de Benalcázar	Quito
24 de Mayo	Quito
Vicente Rocafuerte	Guayaquil
Xavier	Guayaquil

4. *Año Pre-Universitario* or *Año Pre-Politécnica.* Most universities do not have matriculation examinations for the selection of students. However, students who by examination are shown to have deficiencies in their secondary preparation are required to complete a pre-university or pre-polytechnic year administered by the university.

This pre-university year is basically a repetition of subjects which are taught at the secondary level; therefore, courses taken during this year *do not apply* towards degree requirements. In some isolated faculties, however, this year has been incorporated into the academic program, thus prolonging the time required to complete a degree.

To determine whether the pre-university year has been included on a student's transcript, the admissions officer should examine carefully the subjects taken during the first year and compare them with the degree requirements *(plan de estudios)* of the student's faculty.

5. It should be noted that there is no provision for students to take a part-time program in Ecuadorian universities, with the exception of those few faculties which are now on the credit system. One can determine whether the student has completed the full program of each year by requiring the presentation of the *pase de año* for each academic year rather than a simple record of courses passed. This document will show each subject which the student has taken, whether passed or failed.

6. In Ecuador, academic requirements are met primarily in the classroom; therefore, considerable care must be exercised in placing Ecuadorian transfer students in a United States university. Also, students from Ecuadorian universities typically have had little experience with the kind of independent, research-oriented study often required in the United States.

7. Most Ecuadorians consider La Escuela Politécnica Nacional in Quito the most prestigious university in the country. In addition, two rapidly developing universities are La Escuela Superior Politécnica del Litoral in Guayaquil and La Pontificia Universidad Católica del Ecuador in Quito. The following faculties in Ecuadorian universities are considered to offer comparatively strong programs:

University	*Location*	*Strong Programs*
La Escuela Politécnica Nacional	*Quito*	Engineering, Mathematics, Physics
La Escuela Superior Politécnica del Litoral	*Guayaquil*	Engineering, Mathematics, Physics
La Pontificia Universidad Católica del Ecuador	*Quito*	Languages, Nursing, Education, Engineering, Law
La Universidad Católica Santiago de Guayaquil	*Guayaquil*	Law
La Universidad de Cuenca	*Cuenca*	Architecture, Medicine, Law
La Universidad Técnica de Manabí	*Portoviejo*	Agriculture, Engineering
La Universidad de Guayaquil	*Guayaquil*	Engineering, Medicine

8. One should be aware that Ecuadorian universities are frequently closed for extended periods during times of student or political unrest. For example, from June through December 1970 the government closed Central University in Quito, as well as the Universities of Cuenca, Guayaquil, and Loja.

VI. RECOMMENDATIONS

General

1. Complete and official credentials should be required before making an admission decision. Diplomas, certificates and titles should be in Spanish, accompanied by certified English translations if desired.

2. A complete chronological listing of all schooling, including diplomas, should be obtained. Any period of time not accounted for should be checked, since years which have been failed could be omitted.

3. English proficiency should be indicated by the results of the Test of English as a Foreign Language (TOEFL).

4. The final grade indicated on the high school diploma is of little value. More emphasis should be placed on academic performance in the last three years of high school *(el ciclo diversificado).*

5. Letters of recommendation for the undergraduate applicant are of little value.

Undergraduate Admission

1. Any student with a *Título* of *Bachiller* is considered ready for admission to an Ecuadorian university. However, the *Bachillerato en Humanidades Modernas* with a specialization in science *(ciencias)* or in social science *(ciencias sociales)* is the most appropriate university-preparatory degree both for Ecuador and for the United States.

2. If a student is applying for an undergraduate program in engineering or science, one should consider a student who holds a *Bachillerato Industrial.*

3. If a student is a candidate for undergraduate admission in agriculture, one should also consider a student who holds a *Bachillerato Agropecuario.*

4. Generally speaking, one should examine carefully the credentials of and programs followed by holders of either the *Bachillerato en Ciencias de la Educación* or *Bachillerato en Comercio y Administración,* as these are generally considered terminal high school degrees in Ecuador.

Admission with Advanced Standing

1. No advanced standing should be granted to a student who holds only the *Bachillerato* degree.

2. Generally speaking, no advanced standing should be given for a student who has completed the so-called *Año Pre-universitario* or *Año Pre-politécnico.*

3. Advanced placement for students who have completed one or more university years should be determined by an examination of the courses studied and not by the number of academic years completed. Credit should be awarded on a course-by-course basis rather than on the basis of terms, semesters or years.

4. Holders of the *Licenciado* degree (four years) should generally be considered for undergraduate admission with advanced standing rather than for direct admission to graduate study.

Graduate Admission

1. Any student who has completed a five- or six-year academic program (exclusive of an *Año Pre-universitario* or an *Año Pre-politécnico)* and is at least an *egresado* should be considered for admission at the graduate level. The student may or may not have a *Título*. If he has completed all the academic work and presents the *Pase de Año* for each of these years, it is recommended that he be admitted at the graduate level.

2. If a student has one of the official university *títulos*, he has generally written a graduate thesis but has not necessarily completed more academic work than the *egresado*.

Advanced Placement at the Graduate Level

1. The majority of Ecuadorian universities do not offer work at the graduate level.

2. A recent development in Ecuador is the awarding of the degree of *Maestro* in selected technical fields. This degree requires additional work beyond the undergraduate level.

3. The title of *Ingeniero Industrial* is considered a graduate degree as it requires two years of additional study beyond the first degree.

Documentation

It is recommended that United States colleges and universities require the applicant to submit the following documents. The correct terminology in Spanish is indicated in each case to assure receiving the proper documents.

Freshmen

1)	Second cycle grades (last three years of high school)	1)	*Notas del Ciclo Diversificado*
2)	Complete final examination results, both oral and written, for the *Bachillerato*	2)	*Grados escritos y orales del Bachillerato*
3)	Certificate of Bachillerato (or certified photostatic copy)	3)	*Certificado o fotocopia de Diploma de Bachillerato*
4)	Evidence of English proficiency (TOEFL)	4)	*Resultados de prueba de inglés*
5)	Class rank in high school if obtainable (it is not kept in many Ecuadorian high schools)	5)	*Puesto entre los graduados de su clase*

University Transfer Students

1)	All credentials required of Freshmen		
2)	Registration certificate for each school year (this will show that the student is in good standing at his university)	2)	*Certificados de Matrícula Anual*
3)	Passing certificate for each year at the university	3)	*Pase de Año de Cada Curso*

University Transfer Students [Continued]

4)	Student should send a current copy of the catalogue of his university and a syllabus for courses he has completed, for evaluation and placement purposes. These documents will show what the student would have studied if he had completed the degree and what portion of the program he has completed.	4)	*Plan de Estudios de la Facultad y Programas de Materias Cursadas*

Graduate Students

1)	Passing certificate for each year showing that the student is an *egresado*	1)	*Pase de Año de Cada Curso*
2)	Same as 4 on Transfer Students, above	2)	*Plan de Estudios de la Facultad y Programas de Materias Cursadas*
3)	Certificate showing completion of all final examinations. If student has written a thesis and received a degree, a copy of the certificate should be provided.	3)	*Copia de Título*

VII. GLOSSARY

Aplazado	Has not yet taken final examination
Aprobado or Aprobó	Passed subject or year
Bachiller	High school graduate
Bachillerato	High school program
Calificación	Grade
Ciclo Basico	First three years of secondary school
Ciclo Diversificado	Last three years of secondary school
Curso	Academic year
Enfermera	Nurse
Enfermería	Nursing
Egresado	Completed all course work for degree
Facultad	School of a university
Fecha	Date
Fracaso	Has taken final examination and failed
Grados Escritos y Orales	Written and oral comprehensive examinations for *Bachillerato*
H.S.C.	*Horas semanales de clase* (hours per week per subject)
Ingeniero	Engineer (professional title)
Licenciado	Graduate of a four-year university program
Materia	Individual academic subject
Matrícula	Official registration, right to attend classes
Pase de Año	Successful completion of the academic year
Pensión	Monthly payment to schools
Plan de Estudios	Curriculum
Primer Término	First semester or first half year of program
Programa de Materias	Syllabus

Promedio	Average grade
Promedio Anual de Aprovechamiento	Average annual grade
Reprobado	Failed subject or year
Segundo Término	Second semester or second half year of program
Suspenso	Conditional failure (had high enough grade to take the final, failed, but can repeat final)
Técnico	Technician
Término	Term or semester
Título	Title or degree
Visitador Social	Social Worker

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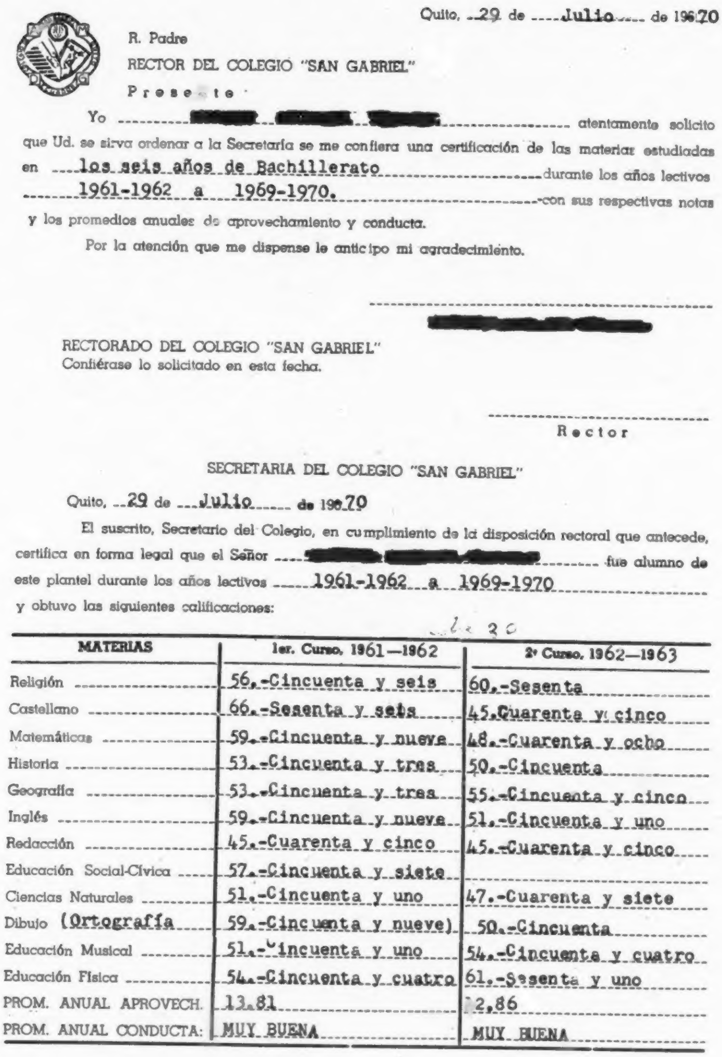
IX. SAMPLE CREDENTIALS



Quito, 29 de Julio de 1970

R. Padre
RECTOR DEL COLEGIO "SAN GABRIEL"
Presente

Yo [redacted] atentamente solicito que Ud. se sirva ordenar a la Secretaría se me confiera una certificación de las materias estudiadas en los seis años de Bachillerato durante los años lectivos 1961-1962 a 1969-1970. con sus respectivas notas y los promedios anuales de aprovechamiento y conducta.

Por la atención que me dispense le anticipo mi agradecimiento.

[redacted]

RECTORADO DEL COLEGIO "SAN GABRIEL"
Confiérase lo solicitado en esta fecha.

Rector

SECRETARIA DEL COLEGIO "SAN GABRIEL"

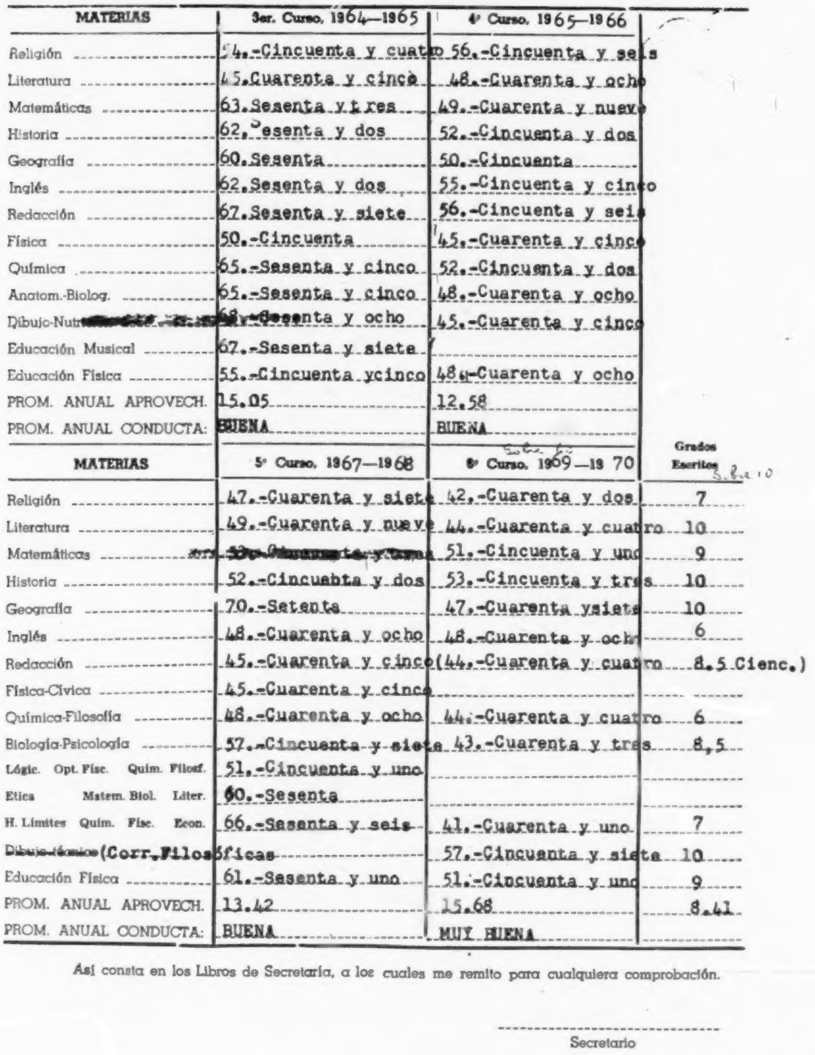
Quito, 29 de Julio de 1970

El suscrito, Secretario del Colegio, en cumplimiento de la disposición rectoral que antecede, certifica en forma legal que el Señor [redacted] fue alumno de este plantel durante los años lectivos 1961-1962 a 1969-1970 y obtuvo las siguientes calificaciones:

l. 20

MATERIAS	1er. Curso, 1961—1962	2º Curso, 1962—1963
Religión	56.-Cincuenta y seis	60.-Sesenta
Castellano	66.-Sesenta y seis	45.Cuarenta y cinco
Matemáticas	59.-Cincuenta y nueve	48.-Cuarenta y ocho
Historia	53.-Cincuenta y tres	50.-Cincuenta
Geografía	53.-Cincuenta y tres	55.-Cincuenta y cinco
Inglés	59.-Cincuenta y nueve	51.-Cincuenta y uno
Redacción	45.-Cuarenta y cinco	45.-Cuarenta y cinco
Educación Social-Cívica	57.-Cincuenta y siete	
Ciencias Naturales	51.-Cincuenta y uno	47.-Cuarenta y siete
Dibujo (Ortografía	59.-Cincuenta y nueve)	50.-Cincuenta
Educación Musical	51.-Cincuenta y uno	54.-Cincuenta y cuatro
Educación Física	54.-Cincuenta y cuatro	61.-Sesenta y uno
PROM. ANUAL APROVECH.	13.81	12.86
PROM. ANUAL CONDUCTA:	MUY BUENA	MUY BUENA

Figure 1—Sample of a secondary school record



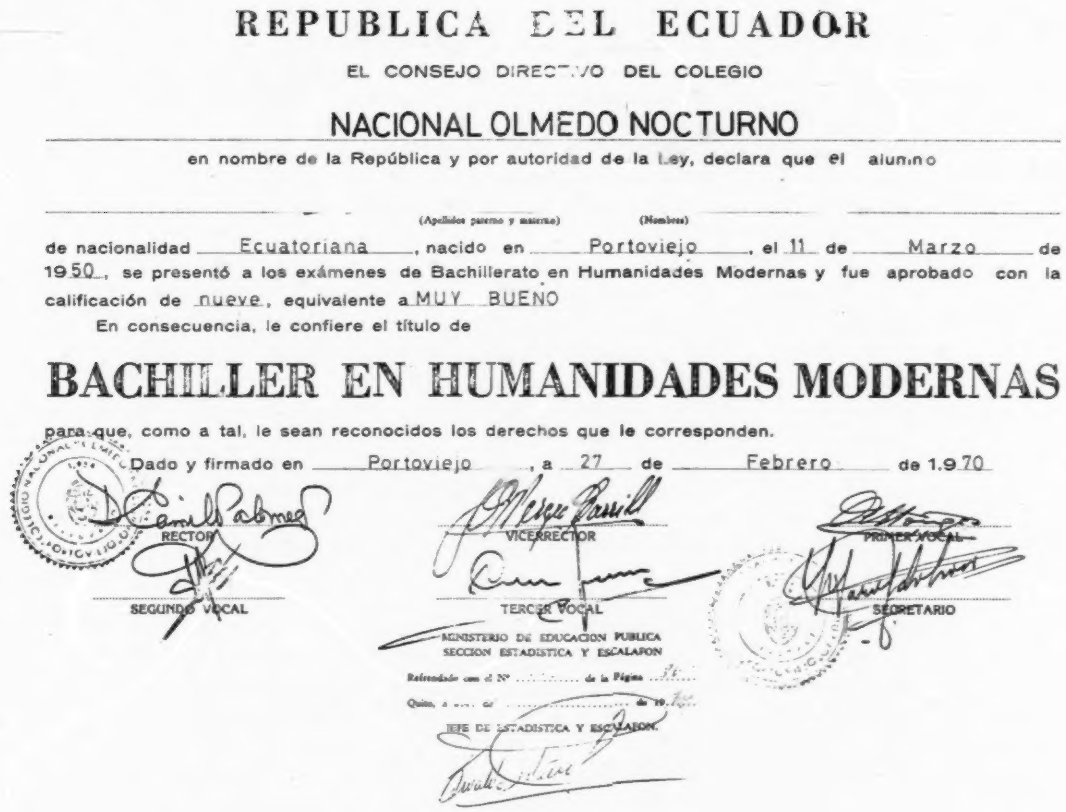
MATERIAS	3er. Curso, 1964—1965	4º Curso, 1965—1966
Religión	54.-Cincuenta y cuatro	56.-Cincuenta y seis
Literatura	45.Cuarenta y cinco	48.-Cuarenta y ocho
Matemáticas	63.Sesenta y tres	49.-Cuarenta y nueve
Historia	62.Sesenta y dos	52.-Cincuenta y dos
Geografía	60.Sesenta	50.-Cincuenta
Inglés	62.Sesenta y dos	55.-Cincuenta y cinco
Redacción	67.Sesenta y siete	56.-Cincuenta y seis
Física	50.-Cincuenta	45.-Cuarenta y cinco
Química	65.-Sesenta y cinco	52.-Cincuenta y dos
Anatom.-Biolog.	65.-Sesenta y cinco	48.-Cuarenta y ocho
Dibujo-Nut[illegible]	68.-Sesenta y ocho	45.-Cuarenta y cinco
Educación Musical	67.-Sesenta y siete	
Educación Física	55.-Cincuenta ycinco	48.-Cuarenta y ocho
PROM. ANUAL APROVECH.	15.05	12.58
PROM. ANUAL CONDUCTA:	BUENA	BUENA

MATERIAS	5º Curso, 1967—1968	6º Curso, 1969—1970	Grados Escritos
Religión	47.-Cuarenta y siete	42.-Cuarenta y dos	7
Literatura	49.-Cuarenta y nueve	44.-Cuarenta y cuatro	10
Matemáticas	[illegible]	51.-Cincuenta y uno	9
Historia	52.-Cincuabta y dos	53.-Cincuenta y tres	10
Geografía	70.-Setenta	47.-Cuarenta ysiete	10
Inglés	48.-Cuarenta y ocho	48.-Cuarenta y ocho	6
Redacción	45.-Cuarenta y cinco	(44.-Cuarenta y cuatro	8.5 Cienc.)
Física-Cívica	45.-Cuarenta y cinco		
Química-Filosofía	48.-Cuarenta y ocho	44.-Cuarenta y cuatro	6
Biología-Psicología	57.-Cincuenta y siete	43.-Cuarenta y tres	8,5
Lógic. Opt. Fisc. Quim. Filosf.	51.-Cincuenta y uno		
Etica Matem. Biol. Liter.	60.-Sesenta		
H. Limites Quim. Fisc. Econ.	66.-Sesenta y seis	41.-Cuarenta y uno	7
~~Dibujo-técnico~~ (Corr.Filosóficas		57.-Cincuenta y siete	10
Educación Física	61.-Sesenta y uno	51.-Cincuenta y uno	9
PROM. ANUAL APROVECH.	13.42	15.68	8.41
PROM. ANUAL CONDUCTA:	BUENA	MUY BUENA	

Así consta en los Libros de Secretaría, a los cuales me remito para cualquiera comprobación.

Secretario

Figure 2—Reverse side of secondary school record



REPUBLICA DEL ECUADOR

EL CONSEJO DIRECTIVO DEL COLEGIO

NACIONAL OLMEDO NOCTURNO

en nombre de la República y por autoridad de la Ley, declara que el alumno

(Apellidos paterno y materno) (Nombres)

de nacionalidad Ecuatoriana, nacido en Portoviejo, el 11 de Marzo de 1950, se presentó a los exámenes de Bachillerato en Humanidades Modernas y fue aprobado con la calificación de nueve, equivalente a MUY BUENO

En consecuencia, le confiere el título de

BACHILLER EN HUMANIDADES MODERNAS

para que, como a tal, le sean reconocidos los derechos que le corresponden.

Dado y firmado en Portoviejo, a 27 de Febrero de 1.970

RECTOR

VICERRECTOR

PRIMER VOCAL

SEGUNDO VOCAL

TERCER VOCAL

SECRETARIO

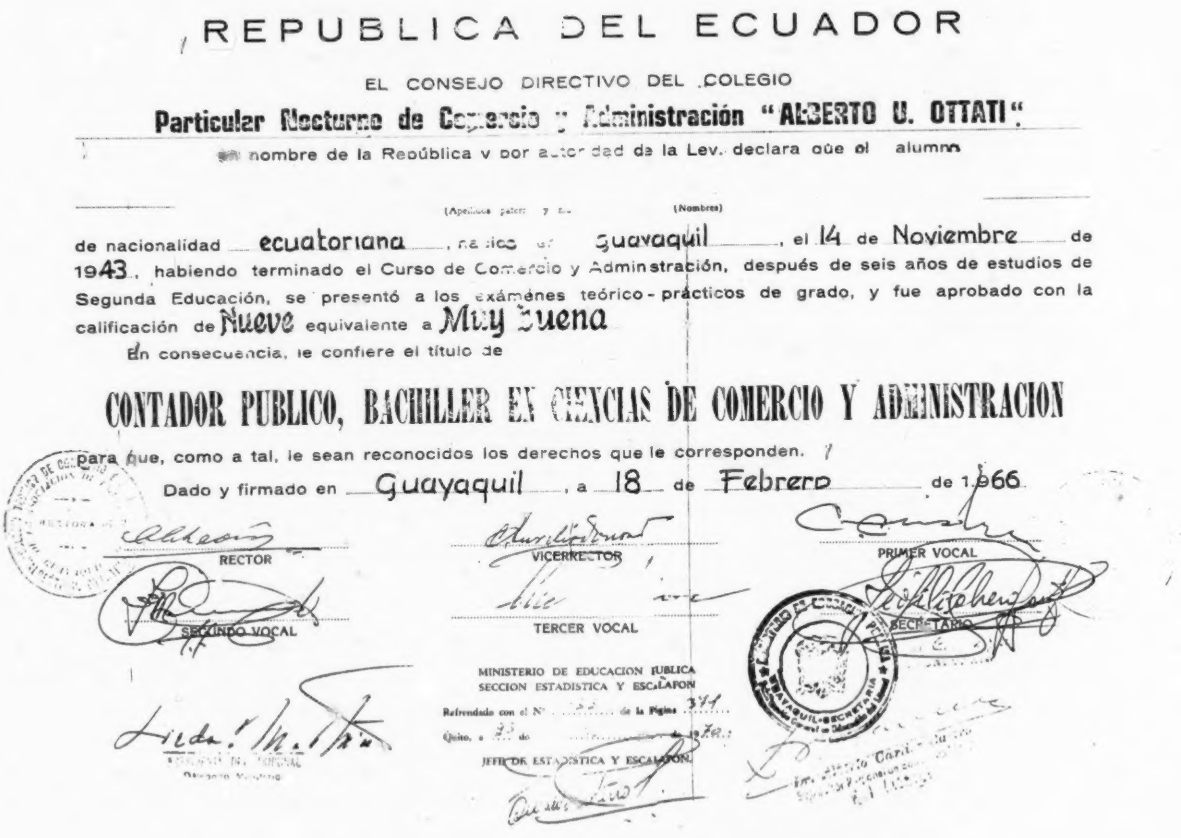
MINISTERIO DE EDUCACION PUBLICA
SECCION ESTADISTICA Y ESCALAFON

Refrendado con el N° .... de la Página ....

Quito, a ...... de .... de 19..........

JEFE DE ESTADISTICA Y ESCALAFON.

Figure 3—Sample of a *Bachiller* diploma in Modern Humanities



REPUBLICA DEL ECUADOR

EL CONSEJO DIRECTIVO DEL COLEGIO

Particular Nocturno de Comercio y Administración "ALBERTO U. OTTATI"

en nombre de la República y por autoridad de la Ley, declara que el alumno

(Apellidos paterno y materno) (Nombres)

de nacionalidad ecuatoriana, nacido en Guayaquil, el 14 de Noviembre de 1943, habiendo terminado el Curso de Comercio y Administración, después de seis años de estudios de Segunda Educación, se presentó a los exámenes teórico-prácticos de grado, y fue aprobado con la calificación de Nueve equivalente a Muy Buena

En consecuencia, le confiere el título de

CONTADOR PUBLICO, BACHILLER EN CIENCIAS DE COMERCIO Y ADMINISTRACION

para que, como a tal, le sean reconocidos los derechos que le corresponden.

Dado y firmado en Guayaquil, a 18 de Febrero de 1.966

RECTOR

VICERRECTOR

PRIMER VOCAL

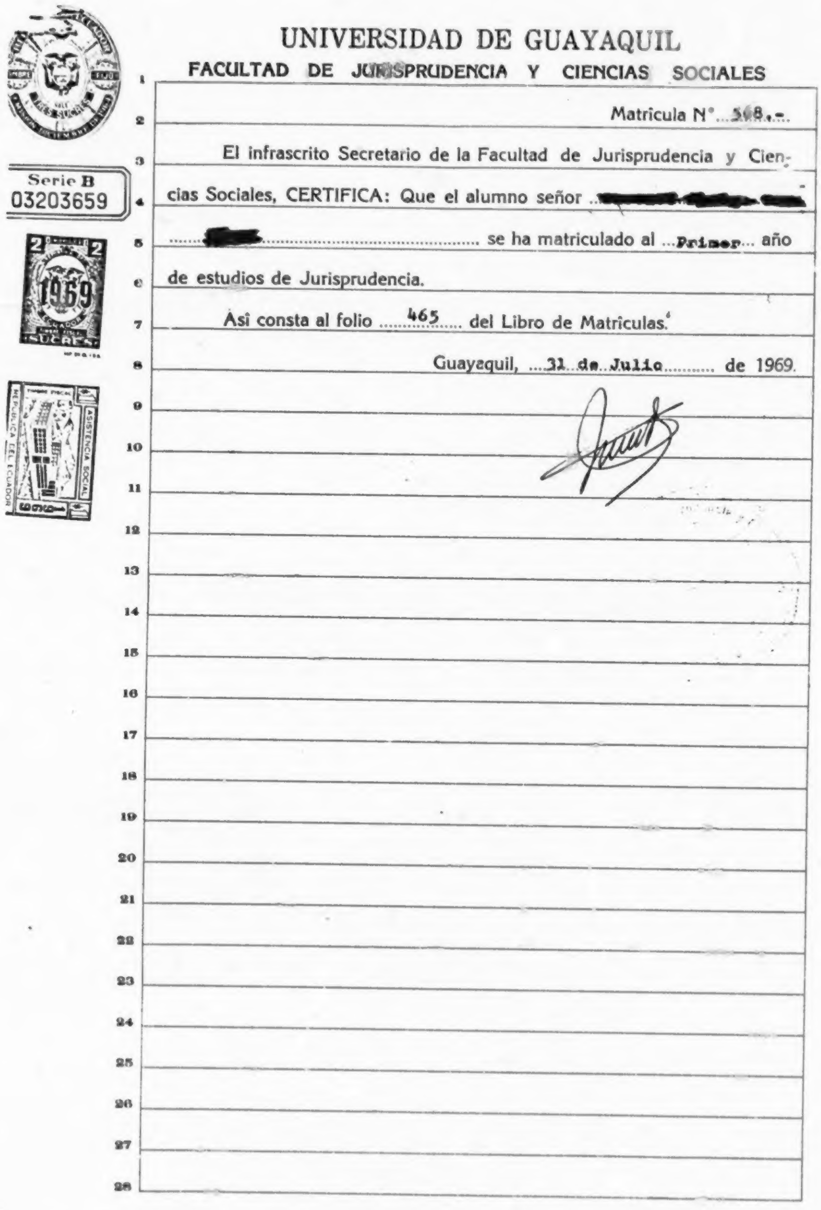
SEGUNDO VOCAL

TERCER VOCAL

SECRETARIO

MINISTERIO DE EDUCACION PUBLICA
SECCION ESTADISTICA Y ESCALAFON
Refrendado con el N° ...... de la Página 371
Quito, a 23 de ...... de 1970.
JEFE DE ESTADISTICA Y ESCALAFON

Figure 4—Sample of a diploma of Public Accountant and *Bachiller* in Commercial Sciences and Administration



UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE JURISPRUDENCIA Y CIENCIAS SOCIALES

Serie B
03203659

Matrícula N°...568.-

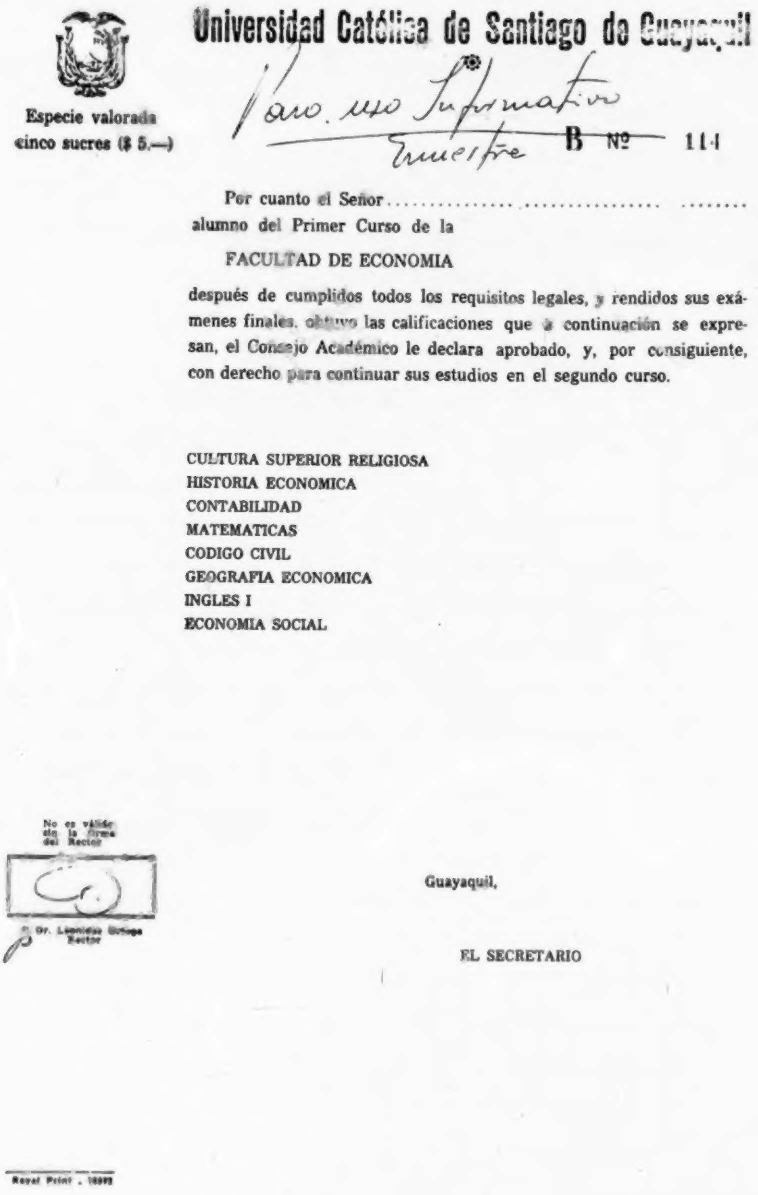
El infrascrito Secretario de la Facultad de Jurisprudencia y Ciencias Sociales, CERTIFICA: Que el alumno señor ...[redacted]

......[redacted]... se ha matriculado al ...Primer... año de estudios de Jurisprudencia.

Así consta al folio ......465...... del Libro de Matrículas.

Guayaquil, ...31 de Julio.......... de 1969.

Figure 5 –Sample of a university registration certificate for the academic year



Especie valorada
cinco sucres ($ 5.—)

Universidad Católica de Santiago de Guayaquil

Para uso Informativo

Trimestre ~~B Nº~~ 114

Por cuanto el Señor................................. ....
alumno del Primer Curso de la

FACULTAD DE ECONOMIA

después de cumplidos todos los requisitos legales, y rendidos sus exámenes finales, obtuvo las calificaciones que a continuación se expresan, el Consejo Académico le declara aprobado, y, por consiguiente, con derecho para continuar sus estudios en el segundo curso.

CULTURA SUPERIOR RELIGIOSA
HISTORIA ECONOMICA
CONTABILIDAD
MATEMATICAS
CODIGO CIVIL
GEOGRAFIA ECONOMICA
INGLES I
ECONOMIA SOCIAL

No es válido
sin la firma
del Rector

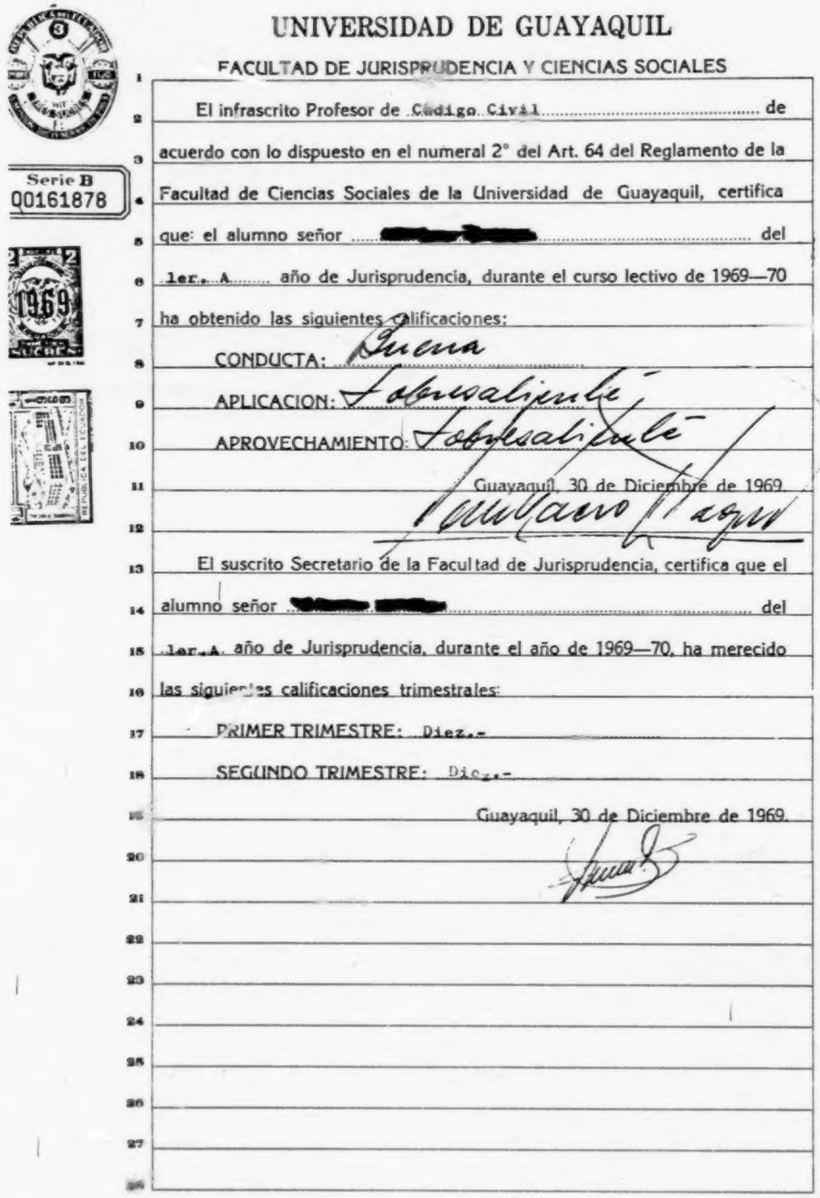
Dr. Leonidas Ortega
Rector

Guayaquil,

EL SECRETARIO

Royal Print . [illegible]

Figure 6—Sample of a university passing certificate for the academic year



Serie B
00161878

1969

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE JURISPRUDENCIA Y CIENCIAS SOCIALES

El infrascrito Profesor de Código Civil .... de acuerdo con lo dispuesto en el numeral 2° del Art. 64 del Reglamento de la Facultad de Ciencias Sociales de la Universidad de Guayaquil, certifica que: el alumno señor [redacted] .... del 1er. A .... año de Jurisprudencia, durante el curso lectivo de 1969—70 ha obtenido las siguientes calificaciones:

CONDUCTA: Buena

APLICACION: Sobresaliente

APROVECHAMIENTO: Sobresaliente

Guayaquil, 30 de Diciembre de 1969.

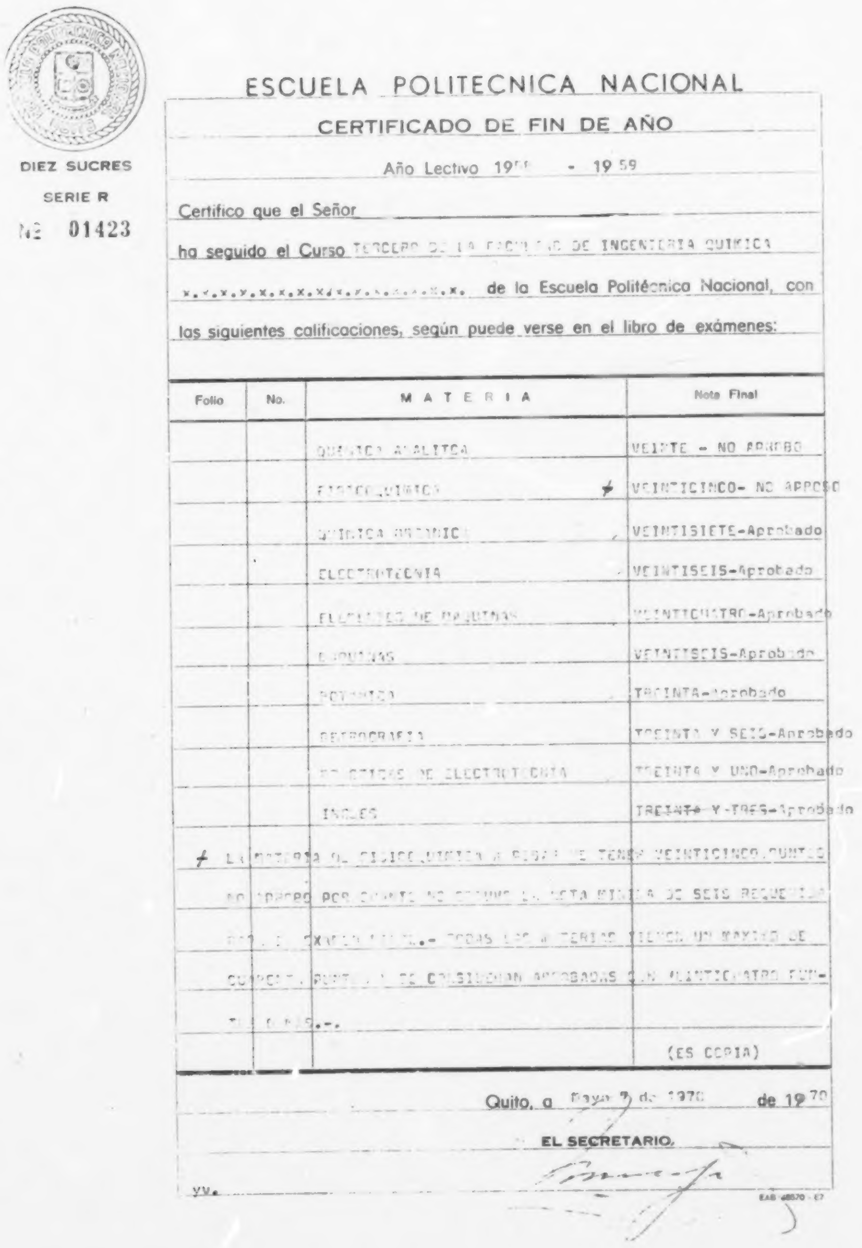
El suscrito Secretario de la Facultad de Jurisprudencia, certifica que el alumno señor [redacted] .... del 1er. A año de Jurisprudencia, durante el año de 1969—70, ha merecido las siguientes calificaciones trimestrales:

PRIMER TRIMESTRE: Diez.-

SEGUNDO TRIMESTRE: Diez.-

Guayaquil, 30 de Diciembre de 1969.

Figure 7—Sample of a university passing certificate for the academic year not listing specific courses



DIEZ SUCRES
SERIE R
Nº 01423

ESCUELA POLITECNICA NACIONAL

CERTIFICADO DE FIN DE AÑO

Año Lectivo 19 - 19 59

Certifico que el Señor

ha seguido el Curso TERCERO DE LA FACULTAD DE INGENIERIA QUIMICA x.x.x.x.x.x.x.x.x.x.x.x.x.x. de la Escuela Politécnica Nacional, con las siguientes calificaciones, según puede verse en el libro de exámenes:

Folio	No.	MATERIA	Nota Final
		QUIMICA ANALITICA	VEINTE - NO APROBO
		FISICOQUIMICA ✝	VEINTICINCO- NO APROBO
		QUIMICA ORGANICA	VEINTISIETE-Aprobado
		ELECTROTECNIA	VEINTISEIS-Aprobado
		ELEMENTOS DE MAQUINAS	VEINTICUATRO-Aprobado
		MAQUINAS	VEINTISEIS-Aprobado
		BOTANICA	TREINTA-Aprobado
		PETROGRAFIA	TREINTA Y SEIS-Aprobado
		PRACTICAS DE ELECTROTECNIA	TREINTA Y UNO-Aprobado
		INGLES	TREINTA Y TRES-Aprobado

✝ LA MATERIA DE FISICOQUIMICA A PESAR DE TENER VEINTICINCO PUNTOS NO APROBO POR CUANTO NO OBTUVO LA NOTA MINIMA DE SEIS REQUERIDA PARA EL EXAMEN FINAL.- TODAS LAS MATERIAS TIENEN UN MAXIMO DE CUARENTA PUNTOS Y SE CONSIDERAN APROBADAS CON VEINTICUATRO PUNTOS O MAS.-

(ES COPIA)

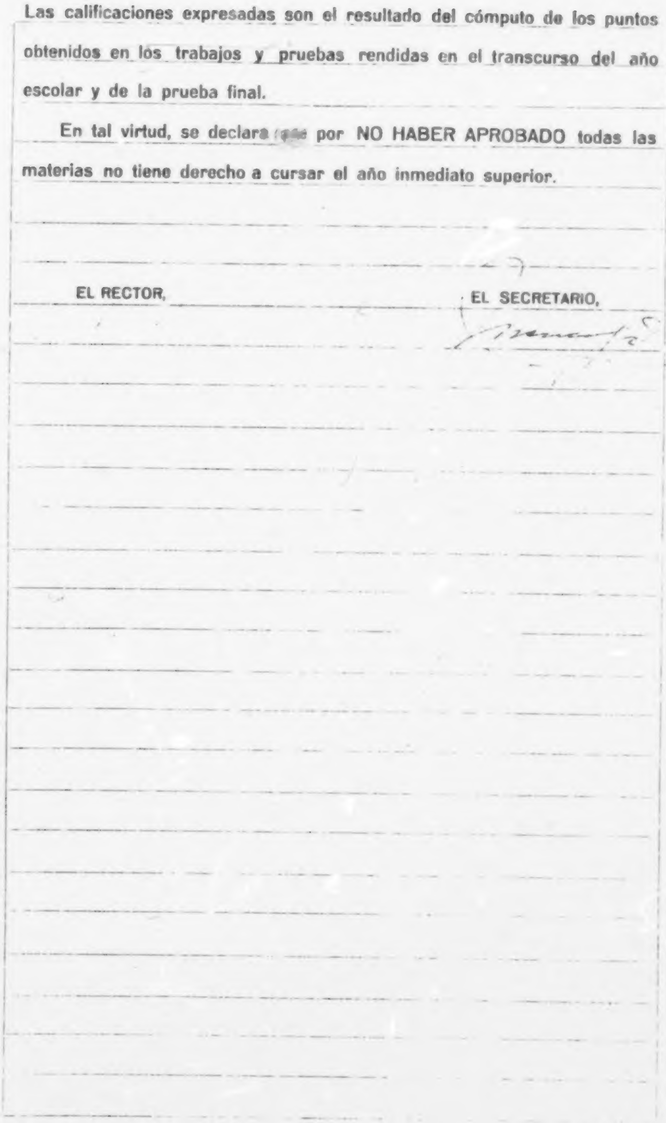
Quito, a Mayo 7 de 1970 de 19 70

EL SECRETARIO,

yv.

EAB 48570 - 67

Figure 8—Sample of a university passing certificate for the academic year indicating that the student failed the year and may not proceed to the next year's program



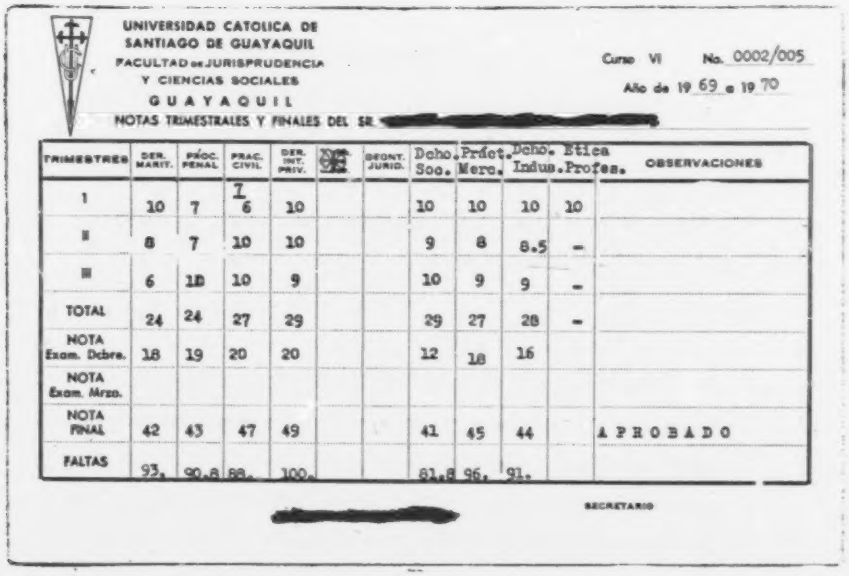
Las calificaciones expresadas son el resultado del cómputo de los puntos obtenidos en los trabajos y pruebas rendidas en el transcurso del año escolar y de la prueba final.

En tal virtud, se declara que por NO HABER APROBADO todas las materias no tiene derecho a cursar el año inmediato superior.

EL RECTOR,

EL SECRETARIO,

Figure 9—Reverse side of preceding



UNIVERSIDAD CATOLICA DE
SANTIAGO DE GUAYAQUIL
FACULTAD DE JURISPRUDENCIA
Y CIENCIAS SOCIALES
GUAYAQUIL

Curso VI No. 0002/005
Año de 19 69 a 19 70

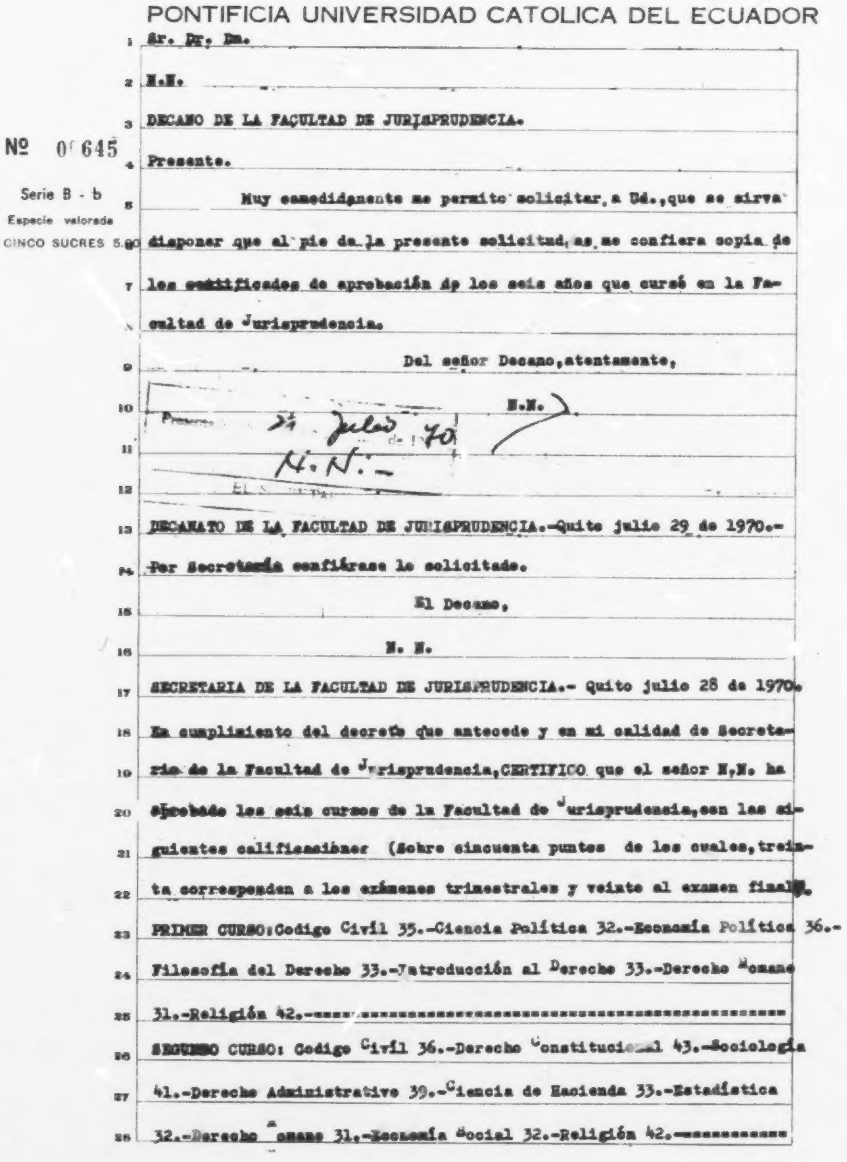
NOTAS TRIMESTRALES Y FINALES DEL SR. [redacted]

TRIMESTRES	DER. MARIT.	PRÓC. PENAL	PRAC. CIVIL	DER. INT. PRIV.	[illegible]	DEONT. JURID.	Dcho. Soc.	Práct. Merc.	Dcho. Indus.	Etica Profes.	OBSERVACIONES
I	10	7	7 6	10			10	10	10	10	
II	8	7	10	10			9	8	8.5	-	
III	6	10	10	9			10	9	9	-	
TOTAL	24	24	27	29			29	27	28	-	
NOTA Exam. Dcbre.	18	19	20	20			12	18	16		
NOTA Exam. Mrzo.											
NOTA FINAL	42	43	47	49			41	45	44		APROBADO
FALTAS	93.	90.8	88.	100.			81.8	96.	91.		

[redacted]

SECRETARIO

Figure 10—Sample of another type of university passing certificate for the academic year



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR

Nº 0645

Serie B - b

Especie valorada

CINCO SUCRES 5.00

Sr. Dr. Dn.

N.N.

DECANO DE LA FACULTAD DE JURISPRUDENCIA.

Presente.

Muy comedidamente me permito solicitar a Ud., que se sirva disponer que al pie de la presente solicitud, se me confiera copia de los certificados de aprobación de los seis años que cursé en la Facultad de Jurisprudencia.

Del señor Decano, atentamente,

N.N.

24 julio 70

N.N.-

DECANATO DE LA FACULTAD DE JURISPRUDENCIA.-Quito julio 29 de 1970.- Por Secretaría confiérase lo solicitado.

El Decano,

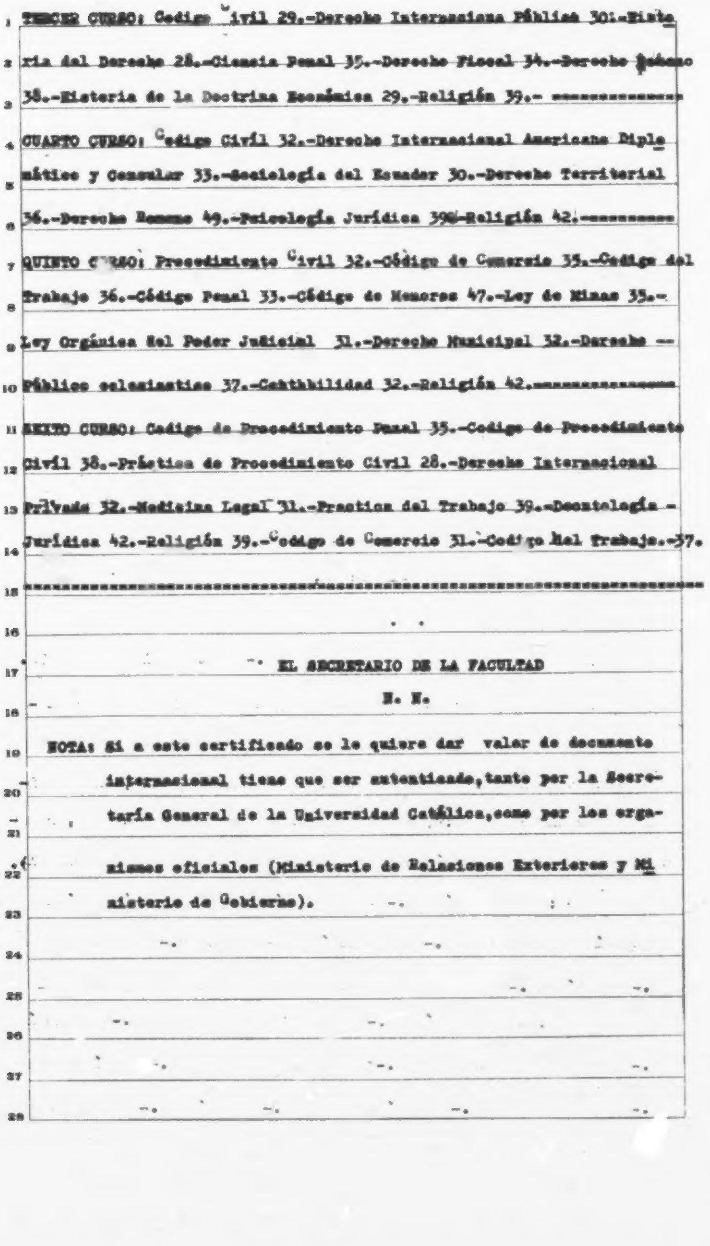
N. N.

SECRETARIA DE LA FACULTAD DE JURISPRUDENCIA.- Quito julio 28 de 1970. En cumplimiento del decreto que antecede y en mi calidad de Secretario de la Facultad de Jurisprudencia, CERTIFICO que el señor N,N. ha aprobado los seis cursos de la Facultad de Jurisprudencia, con las siguientes calificaciones (Sobre cincuenta puntos de los cuales, treinta corresponden a los exámenes trimestrales y veinte al examen final).

PRIMER CURSO: Codigo Civil 35.-Ciencia Política 32.-Economía Política 36.-Filosofía del Derecho 33.-Introducción al Derecho 33.-Derecho Romano 31.-Religión 42.-==

SEGUNDO CURSO: Codigo Civil 36.-Derecho Constitucional 43.-Sociología 41.-Derecho Administrativo 39.-Ciencia de Hacienda 33.-Estadística 32.-Derecho Romano 31.-Economía Social 32.-Religión 42.-===========

Figure 11—Sample of a university record



TERCER CURSO: Codigo Civil 29.-Derecho Internacional Público 30.-Historia del Derecho 28.-Ciencia Penal 35.-Derecho Fiscal 34.-Derecho Romano 38.-Historia de la Doctrina Económica 29.-Religión 39.- -------------

CUARTO CURSO: Codigo Civil 32.-Derecho Internacional Americano Diplomático y Consular 33.-Sociología del Ecuador 30.-Derecho Territorial 36.-Derecho Romano 49.-Psicología Jurídica 39.-Religión 42.---------

QUINTO CURSO: Procedimiento Civil 32.-Código de Comercio 35.-Codigo del Trabajo 36.-Código Penal 33.-Código de Menores 47.-Ley de Minas 35.-Ley Orgánica del Poder Judicial 31.-Derecho Municipal 32.-Derecho Público eclesiastico 37.-Contabilidad 32.-Religión 42.---------------

SEXTO CURSO: Codigo de Procedimiento Penal 35.-Codigo de Procedimiento Civil 38.-Práctica de Procedimiento Civil 28.-Derecho Internacional Privado 32.-Medicina Legal 31.-Practica del Trabajo 39.-Deontología Jurídica 42.-Religión 39.-Codigo de Comercio 31.-Codigo del Trabajo.-37.

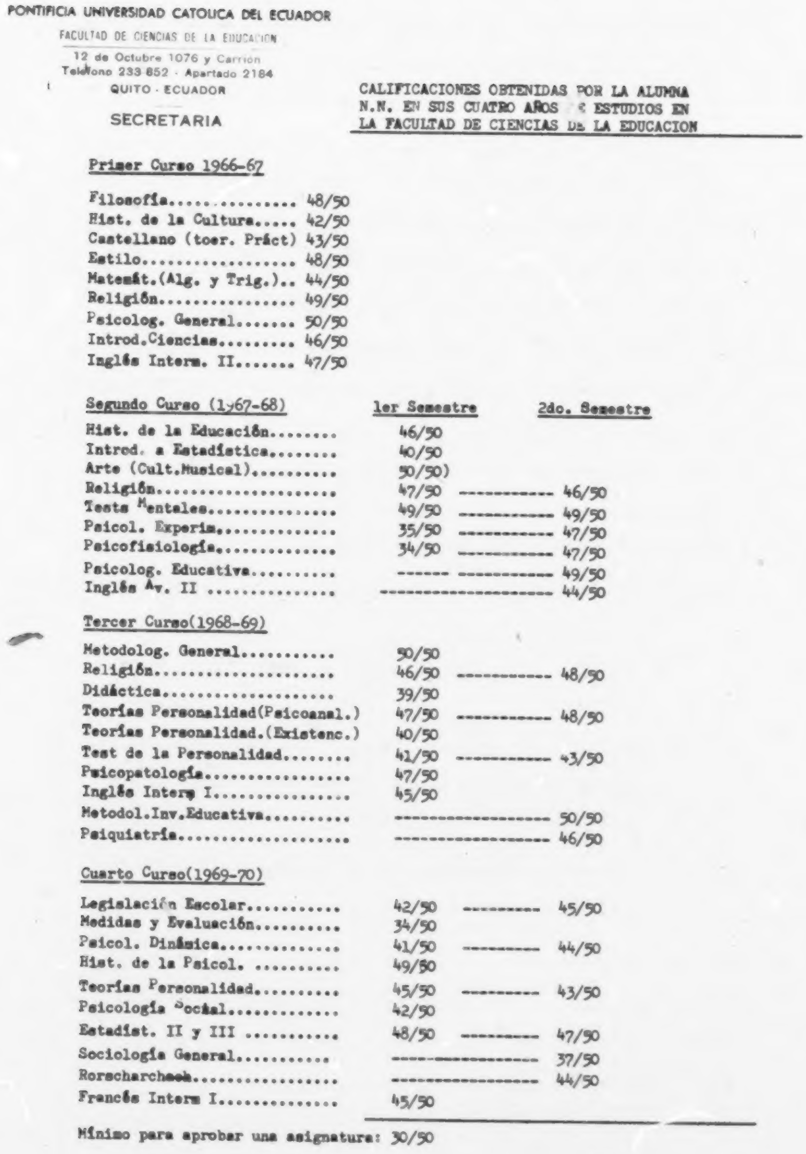
===

EL SECRETARIO DE LA FACULTAD

N. N.

NOTA: Si a este certificado se le quiere dar valor de documento internacional tiene que ser autenticado, tanto por la Secretaría General de la Universidad Católica, como por los organismos oficiales (Ministerio de Relaciones Exteriores y Ministerio de Gobierno).

Figure 12—Reverse side of preceding



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
FACULTAD DE CIENCIAS DE LA EDUCACION
12 de Octubre 1076 y Carrion
Telefono 233 852 · Apartado 2184
QUITO · ECUADOR

SECRETARIA

CALIFICACIONES OBTENIDAS POR LA ALUMNA N.N. EN SUS CUATRO AÑOS DE ESTUDIOS EN LA FACULTAD DE CIENCIAS DE LA EDUCACION

Primer Curso 1966-67

Filosofía	48/50
Hist. de la Cultura	42/50
Castellano (toer. Práct)	43/50
Estilo	48/50
Matemát.(Alg. y Trig.)	44/50
Religión	49/50
Psicolog. General	50/50
Introd.Ciencias	46/50
Inglés Interm. II	47/50

Segundo Curso (1967-68)	1er Semestre	2do. Semestre
Hist. de la Educación	46/50	
Introd. a Estadística	40/50	
Arte (Cult.Musical)	50/50)	
Religión	47/50	46/50
Tests Mentales	49/50	49/50
Psicol. Experim.	35/50	47/50
Psicofisiología	34/50	47/50
Psicolog. Educativa	------	49/50
Inglés Av. II	------	44/50

Tercer Curso(1968-69)		
Metodolog. General	50/50	
Religión	46/50	48/50
Didáctica	39/50	
Teorías Personalidad(Psicoanal.)	47/50	48/50
Teorías Personalidad.(Existenc.)	40/50	
Test de la Personalidad	41/50	43/50
Psicopatología	47/50	
Inglés Interm I.	45/50	
Metodol.Inv.Educativa	------	50/50
Psiquiatría	------	46/50

Cuarto Curso(1969-70)		
Legislación Escolar	42/50	45/50
Medidas y Evaluación	34/50	
Psicol. Dinámica	41/50	44/50
Hist. de la Psicol.	49/50	
Teorías Personalidad	45/50	43/50
Psicología Social	42/50	
Estadist. II y III	48/50	47/50
Sociología General	------	37/50
Rorscharchach	------	44/50
Francés Interm I.	45/50	

Mínimo para aprobar una asignatura: 30/50

Figure 13—Sample of another type of university record

PERU

United States Resource Person

Kenneth Rogers

Counterpart Resource Person

Pablo Willstätter

Study Group

Douglas Burns
Elvera Dinkmeyer
Walter Markiewicz
[illegible]rles Maxey
[illegible]lene Stillson
Ronald Thomas

I. CHART OF THE PERUVIAN EDUCATIONAL SYSTEM

<table>
<tr><th>Age</th><th>U.S.A.</th><th>School Year</th><th colspan="6"></th></tr>
<tr><td>25</td><td rowspan="4">Graduate and Professional</td><td>20</td><td colspan="6" rowspan="9">HIGHER EDUCATION
In <i>universities,</i> the first two years in all fields are devoted to "General Studies." After that, two further years of study in <i>any</i> specialization lead to the <i>Bachiller</i> degree. Professional titles <i>(títulos)</i> are obtained after one more year in the following fields: Agriculture, Chemistry, Dentistry, Economics and Commerce, Education, Engineering, Letters, Natural Sciences, Pharmacy and Biochemistry, and Veterinary Medicine. Titles in Law and Medicine require three and five years respectively after the <i>Bachiller.</i> In <i>Institutes</i> and <i>Professional Schools</i>, programs are three years in length in the following fields: Accounting, Journalism, Midwifery, Music, Nursing, Physical Education, Social Service, and Teacher Education. In Fine Arts, the program requires seven years.</td></tr>
<tr><td>24</td><td>19</td></tr>
<tr><td>23</td><td>18</td></tr>
<tr><td>22</td><td>17</td></tr>
<tr><td>21</td><td rowspan="4">Undergraduate</td><td>16</td></tr>
<tr><td>20</td><td>15</td></tr>
<tr><td>19</td><td>14</td></tr>
<tr><td>18</td><td>13</td></tr>
<tr><td>17</td><td rowspan="6">Secondary School</td><td>12</td></tr>
<tr><td>16</td><td>11</td><td rowspan="5">SECONDARY</td><td rowspan="2">Specialization Cycle</td><td rowspan="2">Letters and Science</td><td rowspan="2">Industrial</td><td rowspan="2">Agricultural</td><td rowspan="2">Commercial</td></tr>
<tr><td>15</td><td>10</td></tr>
<tr><td>14</td><td>9</td><td rowspan="3">Basic Cycle</td><td colspan="3" rowspan="3">General</td><td rowspan="3">Vocational</td></tr>
<tr><td>13</td><td>8</td></tr>
<tr><td>12</td><td>7</td></tr>
<tr><td>11</td><td rowspan="6">Elementary School</td><td>6</td><td rowspan="5">PRIMARY</td><td colspan="5" rowspan="2">"Complete"</td></tr>
<tr><td>10</td><td>5</td></tr>
<tr><td>9</td><td>4</td><td colspan="5" rowspan="3">"Incomplete"</td></tr>
<tr><td>8</td><td>3</td></tr>
<tr><td>7</td><td>2</td></tr>
<tr><td>6</td><td>1</td><td colspan="6">TRANSITION CLASSES (COMPULSORY)</td></tr>
<tr><td>5</td><td>Kindergarten</td><td></td><td colspan="6" rowspan="3">PRE-PRIMARY</td></tr>
<tr><td>4</td><td rowspan="2">Nursery or Pre-School</td><td></td></tr>
<tr><td>3</td><td></td></tr>
</table>

PERU

II. BACKGROUND

A. **General.** Perú is the third largest country of South America, after Brazil and Argentina. Located on the west coast, it extends from just south of the equator to somewhat north of the Tropic of Capricorn. It has three main geographic regions: the coast, the mountains, and the interior jungle. Its population of some 13,000,000 is only about 15% "white," that is, descended from Europeans, mainly Spaniards; about 45% are Indians, and the remaining 40% are almost all *mestizos*, or persons of mixed white and Indian blood. Roman Catholicism is the predominant religion. Spanish is the official language, but a number of Indian languages are also spoken, the chief of which is Quechua, the language of the Incas.

Perú's history before the Spanish Conquest is one of a succession of Indian cultures dating back to 5000 B.C. The most complex and highly-developed of these was that of the Incas, but other notable ones were the Chavin, Moche, Paracas and Nazca, and Chimú. The Incas originated as a tribe in the eleventh century A.D.; by the end of the fifteenth century, they had consolidated a vast empire of about 380,000 square miles, extending 3000 miles from the north of Ecuador to central Chile.

The Spaniards under Pizarro conquered the Incas in 1533 and thereby initiated the colonial period of Peruvian history. For nearly three hundred years the Spanish crown exercised absolute control through its Viceroyalty in Lima. The gold and silver wealth of the country, rumors of which had attracted Pizarro in the first place, was ruthlessly exploited, while any significant local development was blocked by the requirement that virtually all commodities be imported from Spain. This state of affairs came to be resented more and more by the *criollos*, or persons born in Perú of peninsular-Spanish parents. Excluded from any positions of power and influence, they turned to the development of local agriculture and industry; by the beginning of the nineteenth century, they had effectively broken the crown's monopoly. Their discontent was by this time also being fed by the new ideas coming from France and North America, as a result of the successful revolutions there. The time shortly arrived, as in the rest of Spanish America, when colonial rule was felt to be intolerable and had to be overthrown, so that independence could be established.

In the struggle for independence which began for all of Spanish America in Caracas, Venezuela, in 1810, Perú was one of the last colonies to be liberated, due to its being a stronghold of Spanish power, influence, and culture. Nevertheless, independence was finally secured in 1824 (after having been declared in 1821), with the defeat of the Spaniards by Sucre at the battle of Ayacucho.

The modern history of the Republic of Perú has been characterized chiefly by an alternation between civilian and military rule. After Bolívar, the great Liberator, who had come to Perú in 1823 and had been voted complete power while the struggle for liberation was still going on, had tried unsuccessfully until 1826 to establish a stable government, a fifty-year period of chaos ensued which saw a succession of power-hungry generals as head of state. Finally, in 1872, the first civil government came to power with the election of Pardo, the leader of the Civilist Party. This was a party which had formed over the years, composed of those tired of inept military administration and opposed to violence as a means of political change. But the militarists returned to power in 1885 with Cáceres, following the disaster of the War of the Pacific, in which Perú lost rich nitrate territories to Chile. As in the past, the army seemed the only stable, organized force in the country.

After Cáceres, however, the militarists went for awhile into a decline, as a class which combined new wealth and old nobility became more and more influential. A period followed, until 1919, in which there was a succession of coalition governments, composed of the Civilists and the newer Democrats. In 1919, however, the rising middle class was finally able to elect one who seemed, in spite of his aristocratic background, to speak for its interests. This was Leguía, an opponent of the Civilists who played up to the middle class, and he initiated the most absolute dictatorship of modern Peruvian history.

Leguía stayed in power until 1930, and did so only by violating his own reformed constitution of 1920, which limited the presidential term. The world-wide economic depression brought about his downfall, and he was succeeded, in a coup, by a military man, Sanchez. The latter in turn was assassinated in 1933, and succeeded by General Benavides, who held power until 1939. Civilian rule returned with the election of Prado, who was president until 1945; he was followed by Bustamante, who was elected with the support of the radical, non-Communist APRA party (*Alianza Popular Revolucionaria Americana*—Popular American Revolutionary Alliance), which had been founded in 1924 by Haya de la Torre as an anti-clerical, anti-imperialist party appealing to Indians and workers for a Peruvian solution to Peruvian problems. Bustamante was overthrown, however, by General Odría, and the APRA was suppressed. Odría governed as the head of a junta until 1950, when he was elected president.

Prado returned to power after the 1956 elections. In the 1962 elections, no candidate had enough votes to win, and General Perez took over. Elections were held again in 1963, this time won by Belaúnde; but he was deposed in 1968 by General Velasco, who continues to rule. Thus the alternation continues of civilian and military government, with no clear end in sight.

B. **Education.** The historical development of education in Perú spans three distinct periods: the Inca, colonial, and national.

During the Inca period, the sons of the ruling elite attended state-run schools which provided instruction in history, religion, and military arts, while the great majority of the people received only informal training in agriculture or handicrafts in the communities in which they lived.

With the advent of the Spanish colonial regime, schools and universities chartered by both church and state were established. These institutions were usually staffed and operated by religious orders and closely resembled the kinds of schools which had evolved in Spain. They were, to a large extent, reserved for the upper classes and thus formed a system of education which, in its objectives, was not unlike that of the Incas. During this period, the universities of San Marcos (1551) and Cuzco (1692) were founded.

Following Perú's liberation from Spain in 1824, public secondary and normal schools were founded and education began to receive more attention. By 1850, centralized direction and control of all public elementary and secondary education had been effected, and by the turn of the century, the national government was on the threshold of assuming full responsibility for financing education throughout the republic.

Under President José Prado (1904-8), the government assumed paramount responsibility and initiated a number of far-reaching reforms. Succeeding administrations legislated compulsory education, increased the number of schools and teacher-training centers, and instituted new technical and vocational programs. School and university enrollments rose, particularly in the rural areas.

Over the past fifty years, a great many forward-looking educational laws, decrees and regulations have been enacted, but the lack of continuity of effort in planning and administration, plus the lack of financial resources, has impeded the implementation of these measures and, by extension, the orderly development of education in Perú. Since 1950, the nation's educational problems have been accorded high priority and a major share of government expenditures has been allocated to them. As a result, development activity and growth have been greatly accelerated. Modern instructional methods and curriculum innovations have been introduced at all levels of education, often on a "pilot" basis, in conjunction with technical assistance programs administered by foreign governments and international agencies. Yet while the achievements of recent years have been impressive, they are in some instances below expectations. This may be due in part to the persistence of what seems a long-standing tendency on the part of the government to promulgate a multitude of sweeping decrees and resolutions without, in many cases, seeing to their implementation.

III. EDUCATIONAL SYSTEM TODAY

A. An Overview

The chart on page 86 provides a graphic representation of the present educational system of Perú. This chart should be consulted as the reader proceeds through the descriptions of pre-primary, primary, secondary and post-secondary education which follow.

The chart also indicates the number of years of compulsory, formal schooling that are required before a student is eligible to enroll in courses of study at the university level. It may be seen that eleven years of such schooling are prerequisite for admission to a university-level institution in Perú. In this sense alone, however, may Perú be considered to have an eleven-year primary/secondary educational system. The underlying reality is that the first of these eleven years, while compulsory, is actually a pre-primary "transitional" year between kindergarten or family and formal schooling. The official (formal) primary/secondary educational system spans ten years—five primary and five secondary. However, United States admissions officers should not be overly concerned with the number of years of compulsory, formal schooling compared with that in the United States because, notwithstanding the obvious chronological difference, at any given time there are likely to be a number of unusually mature and well-prepared Peruvian secondary school graduates (mainly from rigorous private secondary school programs) applying who could be considered for admission as freshmen. (See Part V—QUALITY FACTORS, Undergraduate Applicants, p. 92.)

B. Pre-Primary

One or two years of kindergarten are available, but optional, for children from ages three to six.

C. Primary

Primary education in Perú spans five years, and is divided into two stages. The first, or "incomplete" primary stage, is preceded by one year of "transition" classes for children six years of age which are compulsory and a part of the formal education system. The purpose of these classes, for which no counterpart exists in the United States, is to establish a link between the pre-school (kindergarten) experience and primary school instruction, or between family and formal education for children who have not been enrolled in a kindergarten or nursery school. Public instruction is free.

The first stage of schooling (also called "first grade") consists of three years of instruction for children from seven years of age. The second stage or "grade" consists of two years for children between ten and thirteen years of age and is largely devoted to academic subjects. Because of widespread employment of primary-school-aged children in agricultural work or the great distances between school and home in some rural areas, many children terminate their formal education at the end of the "incomplete" primary stage.

Reform proposals now under consideration by the Peruvian government call for the establishment of educational centers which would encourage children and adults to complete the second stage of primary education in agricultural and vocational subjects.

D. Secondary

Public secondary education in Perú is by law obligatory and free for all boys and girls between the ages of twelve and sixteen who have successfully completed the five-year primary level of education. Secondary schooling consists of two cycles: a three-year cycle of highly-structured general studies, followed by a two-year cycle of specialized studies in Letters and Sciences, or in an Industrial, Commercial, or Agricultural program.

The latter three, which are non-academic, may be pursued beyond the secondary level at corresponding professional schools or technical institutes. They may also serve as terminal programs if the student does not wish or is unable to continue his studies.

Crowded classrooms, an average of thirty-five hours of course-work per week, an inflexible curriculum devoid of electives, and traditional rather than innovative teaching methods characterize secondary education in Perú.

Upon successful completion of secondary school, the student is eligible to sit for a university entrance examination which is the only means by which he may gain admission to a university or comparable institution of higher education in Perú. Although secondary schools throughout the country follow a standardized curriculum prescribed by the Ministry of Education, many students find it necessary to undergo additional preparation in order to achieve an acceptable grade on a university entrance examination. These preparatory studies may be offered through private institutes or academies or may be self-directed. In any event, they take place outside the formal (official) system of education. (For further information on preparation for university entrance examinations, see Section E. below.)

Evaluation of the academic records of students who have passed through this system is difficult since uniform standards for grading are lacking. While all schools use the 0-20 grading scale, each school maintains its own standards in assigning marks. For this reason an attempt to develop a general scheme of equivalents to United States grades is likely to produce unsatisfactory results. Thus all that can be stated with assurance is that the Peruvian grading scale is from zero to twenty with eleven as the minimum passing grade.

Secondary school courses taken and grades achieved are listed on separate transcripts on a yearly basis. A student who has successfully completed secondary school should therefore present five transcripts to support his application for admission to college in the United States. Students who have failed one secondary school course are allowed to continue on to the next academic year provided they take and pass a make-up examination in the subject failed during the previous year. Students who have failed up to four courses are allowed to continue *if* remedial work is taken during the intervening summer and at least three of the make-up examinations are taken and passed. The make-up examination for the fourth failed course must be passed during the ensuing academic year. Students who fail more than four courses must repeat the year. In any set of circumstances the student will have not more than *five* transcripts available to him at the end of his secondary school career. Unlike most Latin American countries, a *Bachillerato* (*Bachiller*) in Perú is a university degree, as will be seen below), diploma, or certificate of completion is *not* awarded to secondary school graduates in Perú.

E. Post-secondary—Pre-university

Students who have completed the specialized cycle of secondary school in any one of the four major program areas or tracks are eligible to apply for admission to a university-level institution. Selection of applicants is based upon the results of competitive entrance examinations. These examinations are normally offered in March, shortly before the scheduled beginning of classes.

While both the number and average size of Peruvian universities have increased in recent years, present facilities and staff can accommodate only a small part of those applying for admission each year. Under the admissions system currently in force, all applicants scoring in the acceptable range on an entrance examination for a particular institution and curriculum are admitted. With the growing demand for university admission, entrance examinations have become increasingly rigorous, and it is estimated that at most 10% of the new secondary school graduates applying in a given year are able to gain admission to a university. Students failing the entrance examinations must wait until the next annual administration of the tests before resuming application for admission.

Current practice also restricts prospective applicants to one entrance examination per year; that is, a student may apply to only one institution, and to only one academic program (or "career") at a time. These examinations, which generally test both scholastic aptitude and acquired knowledge, are prepared by the admitting faculty or school of a particular institution. As a result of specialization during the second cycle of secondary school and the subject area (content) emphasis inherent in the entrance examinations, the ability of students to change educational streams at the beginning of university-level study is limited in a practical way, although not limited by institutional or governmental regulations.

Applicants who are unsuccessful in the entrance examinations may choose to prepare for subsequent examinations by additional study. A number of privately-owned schools *(academias)* which operate outside of the formal or official educational structure enroll students for the purpose of preparing them for university entrance examinations. While these institutions are licensed by the Ministry of Education, licensure does not imply accreditation, and programs and courses are neither reviewed nor regulated by any official educational agency. Program offerings, teacher qualifications, course content, facilities, and instructional methods vary greatly. Such schools generally offer full-time programs of study and, in most instances, transcripts of grades are available. In all cases, however, the purpose of these study programs is to improve the students' preparation for university entrance examinations. Thus, credit for work completed in an *academia* is *not* transferable to a Peruvian secondary, normal, or university-level institution.

The coincidental problems of uneven quality in secondary schools and the comparatively severe limits on university enrollments have resulted in recourse to these preparatory *academias* by many Peruvian students. Moreover, it is not uncommon to find one-, two- or three-year lags between completion of secondary school and enrollment in a university.

F. Universities and Other Institutions of Higher Education

Higher education in Perú is of two types: (1) university studies of four to nine years leading to a professional degree, and (2) post-secondary programs usually of three year's duration leading to a terminal diploma.

1. Universities: There are at present thirty-four universities: twenty-two state-supported, and twelve private. Most of these institutions have been established recently and have expanded in a more or less rapid and unplanned manner. As a consequence, the problem of inadequate facilities and teaching resources has been aggravated to the extent that the nation is confronted with a crisis of serious proportions. All universities operate under the supervision of the National Council of Peruvian Universities (CONUP) which also exercises direct control over the plans, budgets and curricula of public institutions. A list of the universities follows.

Peruvian Universities

National *(Estatales)*

1. *U.N. Mayor de San Marcos—Lima
2. U.N. de San Antonio Abad—Cuzco
3. U.N. de Trujillo—Trujillo
4. U.N. de San Agustín—Arequipa
5. U.N. de Ingeniería—Lima
6. U.N. San Luis Gonzaga—Ica
7. U.N. San Cristóbal de Huamanga—Ayacucho
8. U.N. del Centro del Perú—Huancayo
9. U.N. Agraria—Lima
10. U.N. de la Amazonía Peruana—Iquitos
11. U.N. Técnica del Altiplano—Puno
12. U.N. Técnica de Piura—Chiclayo
13. U.N. Técnica de Cajamarca—Cajamarca
14. U.N. de Lambayoque—Chiclayo
15. U.N. Agraria del Norte—Chiclayo
16. U.N. Federico Villarreal—Lima
17. U.N. Hermilio Valdizán—Huánuco
18. U.N. Agraria de la Selva—Tingo María
19. U.N. Daniel Alcides Carrión—Cerro de Pasco
20. U.N. de Educación E.G.V.—Chosica, Lima
21. U.N. Técnica del Callao—Callao, Lima
22. U.N. José Faustino Sánchez Carrión—Huacho

Private *(Particulares)*

23. **U.P. Católica del Perú—Lima
24. U.P. Peruana Cayetano Heredia—Lima
25. U.P. Católica Santa María—Lima
26. U.P. del Pacífico—Lima
27. U.P. de Lima—Lima
28. U.P. San Martín de Porres—Lima
29. U.P. Femenina del Sagrado Corazón—Lima
30. U.P. San Martín de Tarapoto—Tarapoto
31. U.P. Inca Garcilaso de la Vega—Lima
32. U.P. Víctor Andrés Belaúnde—Ayacucho
33. U.P. de Piura—Piura
34. U.P. Ricardo Palma—Lima

*U.N.—Universidad Nacional (National University)
**U.P.—Universidad Privado (Private University)

a) *Admissions Requirements:* In general, applicants for admission to Peruvian universities must submit evidence that they have successfully completed secondary school and subsequently obtained a passing score (or rank position) on the entrance examination administered by the faculty or school concerned. (Direct responsibility for admission of new students is usually delegated to a particular school or faculty of the admitting institution. However, there is a trend toward centralized admissions within the university system.) In 1967, out of 47,000 applicants, only 17,000 were able to gain entrance into universities in Perú.

b) *Degrees and Titles:* Following matriculation, university students enter a two-year "general studies" program which is among the prerequisites for the *Bachiller*, the academic degree awarded upon successful completion of four years of university study. After he has obtained the *Bachiller*, a student may continue university study for an additional year or more in order to earn his professional degree *(título)*. Listed below are several types of professional degrees conferred by Peruvian universities:

Agricultural Engineer *(Ingeniero Agrònomo)*
Economist *(Economista)*
Sociologist *(Sociòlogo)*
Biologist *(Biòlogo)*
Journalist *(Periodista)*

The faculties of Medicine and Law require that a student continue an additional five and three years, respectively, beyond the *Bachiller* before qualifying for the professional degree.

The doctoral degree is rare in Perú, and is normally granted after the professional degree. Completion of a thesis and independent study are required.

2. **Institutes and Professional Schools:** In general, technical institutes and professional schools are distinguished from, and are not considered in any way equivalent to universities. Although many of these institutions are inadequate in terms of facilities and teaching resources and are comparatively poor in quality, there are some exceptions, notably the post-graduate-level professional schools. Applicants for admission to post-secondary institutes and professional schools must submit evidence that they have completed secondary school and must successfully pass an entrance examination administered by the admitting institution.* At present large numbers of students seek admission to these institutions because they offer the least difficult entrance examinations. All post-secondary professional school programs are terminal and do not qualify graduates for admission to a university.**

IV. GRADING SYSTEM

As noted elsewhere, there are no uniform standards for grading in Perú, and it is not possible to present a general scale of equivalents to United States grades. The scale in Perú ranges from zero to twenty, with eleven as the minimum passing grade; for further comments, see pages 89, 93, 94, 97, and 98.

V. QUALITY FACTORS

A. Undergraduate Applicants

When considering the application of a recent Peruvian secondary school graduate for admission as a freshman, it is prudent to remember that, in general, such a student is not adequately prepared for university work in his own country upon completion of the five-year secondary-school program. As has been indicated above, most secondary school graduates find it necessary to attend private "cram" schools *(academias)* to prepare themselves for the rigorous entrance examinations which are the sole determinants of admission to a university in Perú. Since it would be patently unfair to require that a prospective applicant of this type gain admission to and enroll for one year at a Peruvian university before initiating an application for admission to a United States institution, it is recommended that the United States institution evaluate each freshman applicant on his own merits, taking into account the following factors:

(1) his study (degree) objectives and career goals;

(2) the difficulty of equating the Peruvian educational system with that of the United States at any level;

(3) the quality of the applicant's secondary school;

(4) the applicant's rank in class in secondary school;

(5) the number and type of courses completed in the two-year specialization cycle of secondary school study;

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*Students contemplating teaching careers in primary education are permitted to matriculate after completion of the Basic Cycle of secondary school.

**In rare cases, students in teacher education programs are allowed to transfer from normal schools into university faculties of education.

(6) the grades or marks earned by the applicant—particularly in courses related to his intended field of study;

(7) the applicant's performance on various objective language proficiency, scholastic aptitude, and achievement tests administered by external examining agencies (i.e., the Test of English as a Foreign Language (TOEFL) and the Scholastic Aptitude Test (SAT) and Achievement Tests of the College Entrance Examination Board);*

(8) letters of recommendation or data provided in questionnaires completed by the applicant's teacher, principal or headmaster; and

(9) data obtained through personal interviews conducted by recognized educational service organizations and agencies, such as the Institute of International Education (IIE) which has an office in Lima.

Consideration should not be given to students who have only completed secondary school unless strong evidence is presented which clearly indicates that the applicant is admissible, and that, if admitted, he could successfully complete a regular program of study at the institution to which he has applied.

Use of minimum grades or grade point averages to determine a Peruvian applicant's eligibility for admission is not recommended. By the same token, no attempt should be made to equate the 0-20 Peruvian grading scale to the traditional letter or numerical grades used in the United States. The most reliable guideline that can be offered is that the minimum passing mark throughout the educational system of Perú is eleven, and that grades of 19 and 20 are rarely given.

Grading standards and practices vary considerably from one school to another and sometimes within the same school. Consequently, grades earned at the secondary level may be better indicators of "seriousness of purpose" and success within a given school than reliable measures of academic achievement.

To some extent, the same could be said of grading standards and practices at the university level. For this reason caution should be exercised in evaluating university transcripts for admission on transfer as well as determining placement for students who have been previously enrolled at a Peruvian university. It is also advisable to pay particular attention to information obtained from the applicant (and other sources) concerning:

(1) the applicant's study (degree) objectives and career goals;

(2) the quality of the institution and the study program in which the student has been enrolled;

(3) the rank achieved by the applicant on the entrance examination of the institution in which he has been enrolled;

(4) the content of and grades earned by the applicant in university-level courses related to his intended field of study in the United States; and

(5) the applicant's performance on various objective language proficiency, scholastic aptitude and achievement tests administered by external examining agencies (i.e., TOEFL, SAT, and Achievement Tests).

Again, as with applicants seeking admission as freshmen, evidence furnished in letters of recommendation or questionnaires completed by the applicant's university instructors, as well as that which may be provided in reports of personal interviews, can be of great value in establishing the transfer applicant's admissibility and deciding questions of placement, transfer credit, and so forth. (NOTE: It may not be possible to resolve all of the questions of transfer credit prior to the student's arrival at the United States admitting institution. Whenever difficulties arise in this connection, it is advisable to defer a decision until the student has conferred with his United States academic adviser(s) or has undergone placement tests administered by the appropriate departments of the admitting institution.)

B. Graduate Applicants

A Peruvian student who has completed four years of university study and obtained the *Bachiller* degree may be considered for admission to graduate study programs in a United States university provided due attention is given to the following:

(1) his study (degree) objectives and career goals;

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*The results obtained on the SAT and Achievement Tests should be interpreted in the light of TOEFL scores.

(2) the quality of the institution and the study program in which the student was enrolled as an undergraduate;

(3) the quality, scope and substance of his university-level work, including the content of courses completed which relate to his intended field of graduate study in the United States; and

(4) his performance on the TOEFL and Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Admission Test for Graduate Study in Business (ATGSB) or comparable United States university or departmental examinations.*

United States institutions may request that graduate applicants be interviewed by IIE if they are Educational Associates of that organization. Reports of such overseas interviews provide an evaluation of the applicant's academic competence, an evaluation of his English language facility, as well as information on the strength of his motivation, his financial position, his physical health, and personality.

If significant weaknesses are identified in the applicant's course preparation, it may be inappropriate for him to seek admission to a regular graduate degree program. In such cases, the following alternatives to outright rejection may be considered:

(1) undergraduate admission with advanced standing credit;

(2) undergraduate admission as a "special" student (non-degree candidate), pending satisfactory completion of remedial work to eliminate deficiencies in preparation for graduate study; or

(3) graduate admission on a limited or provisional basis pending completion of make-up work to remove course deficiencies in previous preparation.

C. Some Important Conclusions and Recommendations

1. **Class Rank Data:** Since in most cases an applicant's secondary school rank in class is available, United States admissions officers should specifically request it. The applicant's grades should be evaluated in the light of his class rank and whatever evidence may be obtained concerning the quality of his school's academic program.

2. **University Entrance Examination Results:** The rank position obtained by an applicant who has taken the entrance examination and been granted admission to a Peruvian university is also available and should be requested by United States institutions.

Information that an applicant has failed an entrance examination should not in and of itself prejudice consideration of his application for admission to a United States college or university.

3. **Interim between Secondary and University Study:** An extended lapse of time between secondary school graduation and enrollment at a university does not necessarily signify intellectual deficiencies on the part of the applicant. Rather, it may be symptomatic of institutional deficiencies in preparing students for university study. As noted above, most students are forced to attend "cram" schools in order to prepare themselves for university entrance examinations.

4. **Academias:** No course credit or advanced standing should be given for work completed at an *academia*. A transcript can be requested and used to account for a lapse of time after secondary school, and the grades interpreted as indicators of "seriousness of purpose."

5. **Grades:** Grades earned at the secondary and university levels should not be used as a quantitative admissions criterion. They are at best indicators of "seriousness of purpose" and success within a particular institution.

6. **Secondary and University-Level Specialization:** In reviewing an applicant's credentials, particular attention should be paid to the secondary specialization cycle or university curriculum concentration, in the light of his stated educational and career goals.

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*The results obtained on the GRE, MAT, or ATGSB should be interpreted in the light of TOEFL scores.

VI. SPECIAL CHARACTERISTICS

A. In Perú primary and secondary education in the public school system is regulated and supported by the national government.

B. There is serious overcrowding in the secondary schools and sixty students per classroom is not uncommon. The best-equipped high schools are probably the private urban *colegios* and the *Grandes Unidades Escolares.*

C. The educational system forces the student into early specialization governed by demanding, fixed standards, stiff promotion policies, and few, if any, electives or extracurricular activities.

D. Secondary education is traditional, classical, and European-based. No diploma or high school graduation certificate is issued, but a certificate or transcript is issued at the end of each of the five successive years of secondary education.

E. Hybrid secondary school curricula combining vocational and academic subjects introduced in the early 1960's resulted in rejection of graduates by both business and universities. As a consequence, there seems to be a trend at present toward returning to a curriculum emphasizing vocational instruction leading to study in a polytechnic institute for many secondary school graduates.

F. From 1960 to 1970, total university population increased from 30,983 to 111,078. This expansion was more or less unplanned or underplanned and has resulted in a surplus of poorly-prepared, unneeded professionals at a time when technicians are needed to achieve economic development goals. There has also been a severe strain on existing facilities and teaching resources.

G. As compared to five courses and fifteen hours in the United States, university programs in Perú usually involve nine or ten courses for twenty-four semester hours.

H. The great majority of university professors teach on a part-time basis. As a consequence, individual attention to the academic needs of students is rare, and students frequently cannot obtain proper guidance concerning their career goals and the selection of an appropriate educational program to achieve them. In addition, many classes are held at odd hours to accommodate the professors' schedules.

I. Student participation *(co-gobierno)* and autonomy have historically been hallmarks of university life in Perú. Although government control over primary and secondary education has been exercised through the Ministry of Education in modern times, coordination and regulation of university-level education has always been the prerogative of the universities themselves. At present, a measure of control is exercised collectively through the National Council of Peruvian Universities (CONUP).

J. Independence (self-government) has also been a traditional characteristic of the colleges, schools, and institutes which make up the universities, giving them the aspect of loose federations rather than integrated corporate entities. This pattern has to some extent been mitigated by provisions of the 1968 University Reform Law.

K. Curriculum has also been drastically altered since 1968-69. At present, all university careers commence with a two-year "general studies" program. Completion of this program is prerequisite to the *Bachiller* degree, which is conferred after four years of university study. A professional degree and title *(título)* may be obtained after additional years of study or a thesis. The academic degree of *doctor* is less common, scholarship at this level being limited by available research facilities and academic personnel.

L. An organizational structure incorporating departments which correspond to those in a United States university has supplanted a traditional system of "clustered studies" *(cátedras)* within the constituent colleges *(facultades)* of Peruvian universities.

M. Admission to a university is by entrance examination administered annually by each constituent college or *facultad.* Within many institutions there is a growing inclination to adopt centralized entrance test methods, requirements and procedures.

N. University Faculties of Education tend to offer the least difficult entrance examinations. As a result, they are generally seen as the surest way to a professional title *(título)* by secondary school graduates who are not able to compete successfully for a place in one of the more prestigious faculties.

O. The university student population is predominantly drawn from the middle- and lower-middle classes of Peruvian society. Typically, middle- and lower-middle class students regard a university degree as a means of improving their earning potential while simultaneously enhancing their social and cultural status. Political activism is widespread.

P. Sweeping changes in the entire educational system of Perú are now contemplated. Current proposals call for the establishment of three levels of formal education which would radically change the scope and orientation of primary, secondary and university education. It is not now clear whether or not these particular proposals will be accepted *in toto*, much less implemented in full in the near future. Reforms and attempts at reform of the educational system have been numerous throughout the modern period of Peruvian history. Yet a study of the country's historical experience may yield inconclusive results in the light of today's rapidly changing social and political conditions.

VII. RECOMMENDATIONS

The admission and placement of Peruvian students in United States colleges and universities calls for a working knowledge of the general structure and special characteristics of Perú's educational system. Basic differences between Peruvian and United States educational concepts and practices require the maximum exchange of information between applicants for admission and the United States institutions to which they are applying. The recommendations which follow derive from certain conclusions about the significance of these differences and their implications for the selection and placement of students from Perú seeking admission to United States colleges and universities.

A. **Recommended Pre-Admission Procedures.** Some of these repeat, in substance, some of the General Recommendations given in pages 1–2. The Perú group nevertheless felt that they should be included here in order to give added emphasis, in view of the special problems posed by Peruvian applicants to United States admissions officers.

1. When responding to initial inquiries, United States institutions should be sure that prospective applicants are furnished with full particulars on study opportunities, costs, and application and degree requirements. Preliminary information material should realistically describe the following:
   - (a) the nature and content of academic programs offered, including general education requirements;
   - (b) the anticipated real cost of attending the institution; and, if applicable,
   - (c) the amount and scope of financial aid available to foreign students.

2. When reviewing a Peruvian student's application, the applicant's educational and career goals should be identified and considered in terms of the United States institution's ability to meet his stated objectives.
3. Submission of scores on the Test of English as a Foreign Language (TOEFL) should be insisted upon, in order to ensure sufficient proficiency in English.
4. Evidence should be required that the applicant can meet the expenses of study in the United States.

5. To facilitate early receipt of detailed information about the prospective applicant's study and professional objectives, sources of financial support, English language background etc., use of a preliminary application form is recommended. Such a form may accompany a lightweight informational brochure as a response to letters of inquiry. The fullest possible *exchange* of information between the prospective applicant and the United States institution he proposes to attend can contribute both to the effectiveness of the institution's selection procedures and to the applicant's ability to choose the institution which can best meet his needs.

6. As much information as possible about the applicant's academic experience should be requested. The qualitative unevenness of Peruvian secondary and higher education programs makes it extremely difficult to determine admissibility in the absence of full information concerning the scope and content of the applicant's preparation. Objective test data may also be used to establish the candidate's eligibility for admission as well as to identify his relative strengths and weaknesses in aptitudes and background knowledge. Test results should be treated as *positive* rather than negative indicators, and under no circumstances should arbitrary cut-off scores be employed.

7. Letters of recommendation should be requested. Such letters, however, are likely to contain only positive comments unless responses to specific questions are sought by means of a specially-developed "academic evaluation form" which requests an objective analysis of the applicant's previous performance and intellectual potential.

B. Undergraduate Admission

1. Applicants who are secondary school graduates should not be denied admission simply because they have completed fewer years of pre-university schooling than their United States counterparts. Similarly, it is inadvisable to admit or deny applicants on the basis of their secondary school grades or according to some across-the-board Perú-United States grade-equivalency formula. Selection for admission should be predicated on positive evidence of motivation, ability and achievement culled from the following:
   (a) the application completed by the student;
   (b) the school report (grades, rank in class, description of course content);
   (c) objective test scores (TOEFL, SAT, Achievement tests); and
   (d) subjective evaluations (letters of recommendation from teachers, IIE interview reports).

This method will enable the United States institution to identify exceptional Peruvian secondary school graduates who are prepared for college level work. In the absence of conclusive evidence of motivation, ability and achievement, the application should be denied. (See PART V, QUALITY FACTORS).

2. Failure of a Peruvian secondary school graduate to gain admission to a university in his own country upon completion of the secondary school program should not prejudice consideration of his application for admission to a United States college or university.

3. Secondary school graduates of vocational programs or currently-enrolled students of post-secondary technical institutes or professional schools who are not eligible for admission to a Peruvian university should not be considered for admission to undergraduate study in the United States. Exceptions should be made only when such action is consistent with institutional policy for exceptional admission.

C. Graduate Admission

1. Students completing the first Peruvian university degree *(Bachiller)* may be considered for admission to graduate-level study. However, in reaching a final determination of eligibility an analysis of the content of university courses taken by the applicant should be made. As with undergraduate applicants, additional information regarding the student's motivation, ability and achievement should be obtained through objective tests, letters of recommendation, and interviews. (SEE Part V, QUALITY FACTORS)

2. Students who have completed less than four years of university work in Perú should not be considered for admission to graduate programs in the United States.

3. Admission of students with Peruvian *títulos* or doctorates to an advanced graduate level in the United States should be based on the relevance of preparation to the proposed field of study rather than on the basis of strict degree equivalency. Variations in grading practices, institutional and program quality, and degree requirements, again suggest the use of objective test data in selection.

D. Placement

1. Credit and advanced standing is not appropriate for work completed at post-secondary *academias* and primary school teacher-training institutions.

2. Undergraduate transfer credit may be granted for successful work at a Peruvian university. Placement examinations are suggested as a means of arriving at an equitable decision on credit in specific subject areas.

3. Transfer credit may be considered for students who have been enrolled in a normal school. A careful analysis of individual course content should be made in all cases and, in general, credit should be limited to Education courses.

4. Placement at the graduate level should be based on a thoughtful evaluation of the applicant's undergraduate (pre-*Bachiller*) preparation. Credit in varying amounts may be appropriate for applicants with professional degrees or work completed toward a doctorate. Since requirements for these degree levels vary greatly between fields of study and between institutions for the same field of study, placement must be decided in the light of the individual's credentials.

E. Special Recommendations

1. **Grades:** It is neither practical nor advisable to attempt to lay down even general guidelines for the interpretation of Peruvian grades. This is because of the extreme variation in grading standards within the system. For the majority of applicants, both at the undergraduate and graduate levels, grades will range from 14 to 16. In view of the narrowness of the grade range, objective test data should be used to supplement the information provided on Peruvian academic records.

2. **Degree Equivalency:** There are no exact equivalents to United States degrees in Peruvian higher education. United States institutions are therefore urged to base individual admissions and placement decisions on various indicators of academic competence (i.e. transcripts, objective test results, letters of recommendation, interview reports).

3. **Post-Admissions Follow-Through:** Since the value of objective test data is necessarily limited in its application to Peruvian students pending more complete research findings, it is suggested that United States admitting institutions closely monitor the performance of Peruvian students as a primary source of feedback for the refinement of admissions criteria.

VIII. GLOSSARY

Bachiller	First university degree
Bibliotecario	Librarian
Bueno	Good
Certificado	Certificate
de competencia	Certificate of competence
de educación secundaria	Secondary school certificate
de primera categoría	First class teaching certificate
de segunda categoría	Second class teaching certificate

Ciclo	Cycle
común	Basic cycle
de especialización	Specialization cycle
Clases de transición	Transition classes
Co-gobierno	Co-government or the participation of students in university affairs
Colegio	Secondary school
de educandas	Secondary school for girls
particular	Private
Consejo	Council
universitario	University Council
Educación	Education
de adultos	Adult education
familiar	Family
normal	Teacher-training
Escuela	School, schoolhouse
de cicerones	School for tourist guides
de primer grado	"First Grade" or "incomplete" elementary school
de segundo grado	"Second Grade" or "complete" elementary school
fiscalizada	State-supervised school
tipo mínimo	One-teacher school
nocturna	Evening school
particular	Private
primaria completa	"Complete" primary school
primaria incompleta	"Incomplete" primary school
seccional	Sectional school[1]
unidocente	One-teacher school
vespertina	Evening school
Grado	Grade, year or class, degree
Graduado	Graduate
Grandes unidades escolares	Large school centers (usually public institutions)
Investigación	Research
Maestro	Teacher[2]
intitulado	Unlicensed teacher
normal	Elementary or normal school teacher
Malo	Poor (on a school examination)
No graduado	Undergraduate student
Normalista	Normal school teacher
Nucleos escolares	Community center schools
Patronatos escolares	Parent-teacher associations
Pedagogía	Pedagogy, education
Pre-escolar	Pre-school
Profesor	Teacher[3]
Rector	University president
Reprobado	Failure (on a school examination)
Revalidacion	Revalidation, or the granting of official recognition

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[1] Pertaining to the *nucleos*—see below.

[2] Generally a teacher in an elementary school.

[3] Generally a secondary school teacher.

Servicio social	Social service
Sobresaliente	Excellent (on a school examination)
Técnico	Technician
agropecuario	Agricultural technician
en comercio	Business technician
de minas	Mining technician
industrial	Industrial technician
Tesis	Thesis
Título	Title; license

IX. BIBLIOGRAPHY

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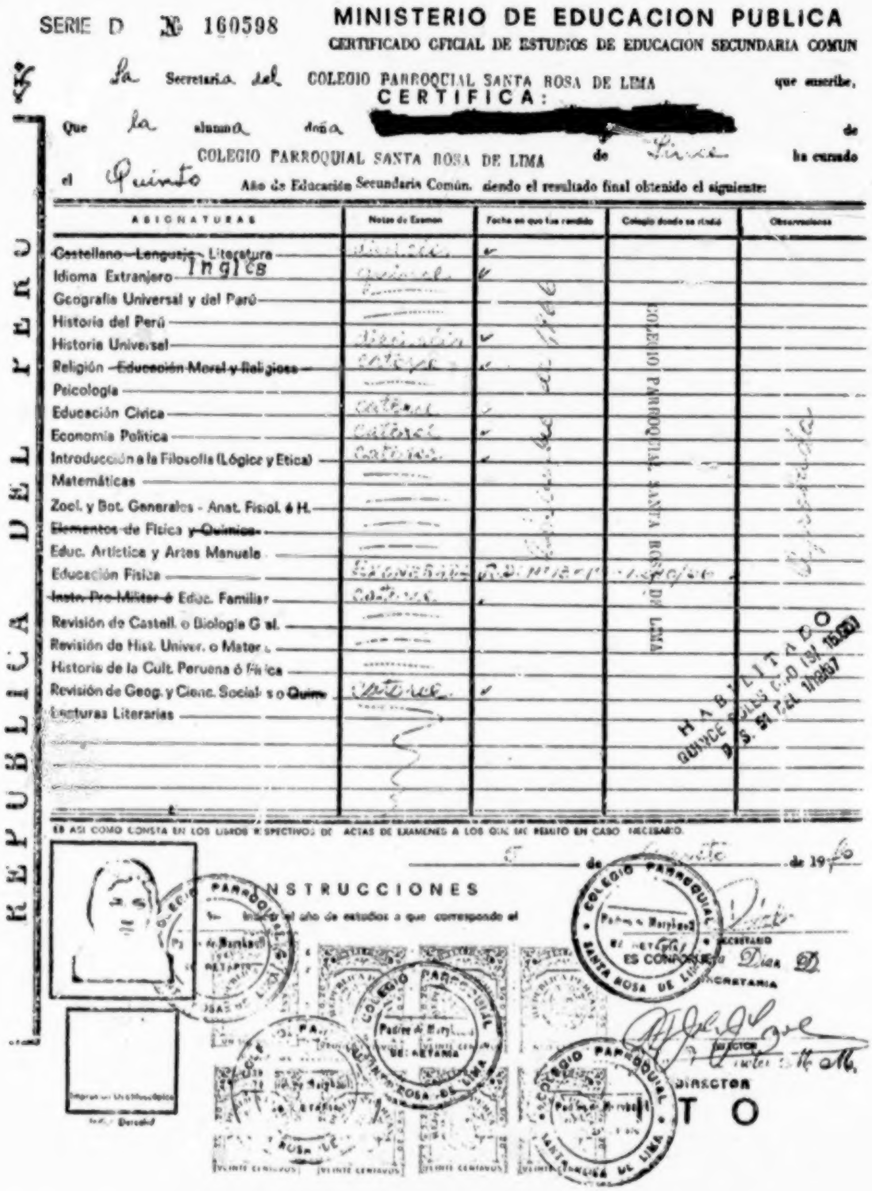
X. SAMPLE CREDENTIALS



REPUBLICA DEL PERU

SERIE D № 160598

MINISTERIO DE EDUCACION PUBLICA

CERTIFICADO OFICIAL DE ESTUDIOS DE EDUCACION SECUNDARIA COMUN

La Secretaria del COLEGIO PARROQUIAL SANTA ROSA DE LIMA que suscribe,

CERTIFICA:

Que la alumna doña [redacted] de COLEGIO PARROQUIAL SANTA ROSA DE LIMA de Lima ha cursado el Quinto Año de Educación Secundaria Común, siendo el resultado final obtenido el siguiente:

ASIGNATURAS	Notas de Examen	Fecha en que fue rendido	Colegio donde se rindió	Observaciones
~~Castellano – Lenguaje~~ Literatura	[illegible]	✓		
Idioma Extranjero Ingles	quince	✓		
Geografía Universal y del Perú				
Historia del Perú			COLEGIO PARROQUIAL SANTA ROSA DE LIMA	
Historia Universal	[illegible]	✓		
Religión ~~Educación Moral y Religiosa~~	catorce	✓		
Psicología				
Educación Cívica	catorce	✓		Aprobada
Economía Política	catorce	✓		
Introducción a la Filosofía (Lógica y Etica)	catorce	✓		
Matemáticas				
Zool. y Bot. Generales - Anat. Fisiol. é H.				
~~Elementos de Física y Química~~				
Educ. Artística y Artes Manuale				
Educación Física	Exonerada	[illegible]	[illegible]	
~~Instr. Pre-Militar é~~ Educ. Familiar	catorce	✓		
Revisión de Castell. o Biología G al.				
Revisión de Hist. Univer. o Mater.				
Historia de la Cult. Peruana ó Física				
Revisión de Geog. y Cienc. Sociales o ~~Quim.~~	catorce	✓		
Lecturas Literarias				

HABILITADO QUINCE SOLES ... D.S. 51 ...

ES ASI COMO CONSTA EN LOS LIBROS RESPECTIVOS DE ACTAS DE EXAMENES A LOS QUE ME REMITO EN CASO NECESARIO.

5 de Agosto de 1976

INSTRUCCIONES

... Insértese el año de estudios a que corresponde el ...

SECRETARIO

ES CONFORME

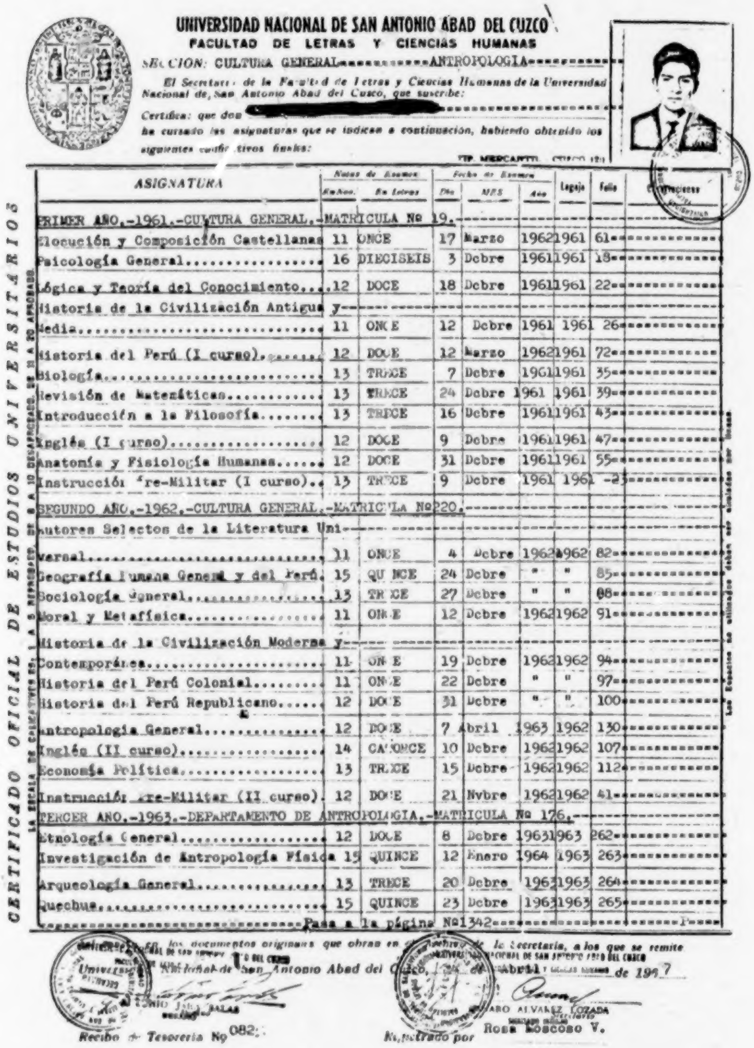
Diaz D.

SECRETARIA

DIRECTOR

Impresión Digito Pulgar Derecho

Figure 1—Sample of an annual secondary school grade report (the same form is used for each of the five years)



UNIVERSIDAD NACIONAL DE SAN ANTONIO ABAD DEL CUZCO
FACULTAD DE LETRAS Y CIENCIAS HUMANAS
SECCION: CULTURA GENERAL-----------ANTROPOLOGIA----------

El Secretario de la Facultad de Letras y Ciencias Humanas de la Universidad Nacional de San Antonio Abad del Cusco, que suscribe:

Certifica: que don [redacted]--------------------

ha cursado las asignaturas que se indican a continuación, habiendo obtenido los siguientes calificativos finales:

TIP. MERCANTIL - CUSCO

CERTIFICADO OFICIAL DE ESTUDIOS UNIVERSITARIOS

LA ESCALA DE CALIFICATIVOS ES: 1 A 5 REPROBADO, DE 6 A 10 DESAPROBADO, DE 11 A 20 APROBADO.

ASIGNATURA	Notas de Examen		Fecha de Examen			Legajo	Folio	Observaciones
	Números	En Letras	Día	MES	Año			
PRIMER AÑO.-1961.-CULTURA GENERAL.-MATRICULA Nº 19.								
Elocución y Composición Castellanas	11	ONCE	17	Marzo	1962	1961	61	------------
Psicología General..................	16	DIECISEIS	3	Dcbre	1961	1961	18	------------
Lógica y Teoría del Conocimiento....	12	DOCE	18	Dcbre	1961	1961	22	------------
Historia de la Civilización Antigua y--								
Media..............................	11	ONCE	12	Dcbre	1961	1961	26	------------
Historia del Perú (I curso)........	12	DOCE	12	Marzo	1962	1961	72	------------
Biología...........................	13	TRECE	7	Dcbre	1961	1961	35	------------
Revisión de Matemáticas............	13	TRECE	24	Dcbre	1961	1961	39	------------
Introducción a la Filosofía........	13	TRECE	16	Dcbre	1961	1961	43	------------
Inglés (I curso)...................	12	DOCE	9	Dcbre	1961	1961	47	------------
Anatomía y Fisiología Humanas......	12	DOCE	31	Dcbre	1961	1961	55	------------
Instrucción Pre-Militar (I curso)..	13	TRECE	9	Dcbre	1961	1961	-2[illegible]	------------
SEGUNDO AÑO.-1962.-CULTURA GENERAL.-MATRICULA Nº220.								
Autores Selectos de la Literatura Uni--								
versal.............................	11	ONCE	4	Dcbre	1962	1962	82	------------
Geografía Humana General y del Perú.	15	QUINCE	24	Dcbre	"	"	85	------------
Sociología General.................	13	TRECE	27	Dcbre	"	"	88	------------
Moral y Metafísica.................	11	ONCE	12	Dcbre	1962	1962	91	------------
Historia de la Civilización Moderna y--								
Contemporánea......................	11	ONCE	19	Dcbre	1962	1962	94	------------
Historia del Perú Colonial.........	11	ONCE	22	Dcbre	"	"	97	------------
Historia del Perú Republicano......	12	DOCE	31	Dcbre	"	"	100	------------
Antropología General...............	12	DOCE	7	Abril	1963	1962	130	------------
Inglés (II curso)..................	14	CATORCE	10	Dcbre	1962	1962	107	------------
Economía Política..................	13	TRECE	15	Dcbre	1962	1962	112	------------
Instrucción Pre-Militar (II curso).	12	DOCE	21	Nvbre	1962	1962	41	------------
TERCER AÑO.-1963.-DEPARTAMENTO DE ANTROPOLOGIA.-MATRICULA Nº 176.--								
Etnología General..................	12	DOCE	8	Dcbre	1963	1963	262	------------
Investigación de Antropología Física	15	QUINCE	12	Enero	1964	1963	263	------------
Arqueología General................	13	TRECE	20	Dcbre	1963	1963	264	------------
Quechua............................	15	QUINCE	23	Dcbre	1963	1963	265	------------
------------Pasa a la página Nº1342------------								

Los espacios no utilizados deben ser anulados por líneas

[illegible] en los documentos originales que obran en el Archivo de la Secretaría, a los que se remite

Universidad Nacional de San Antonio Abad del Cusco, [illegible] de Abril de 1967

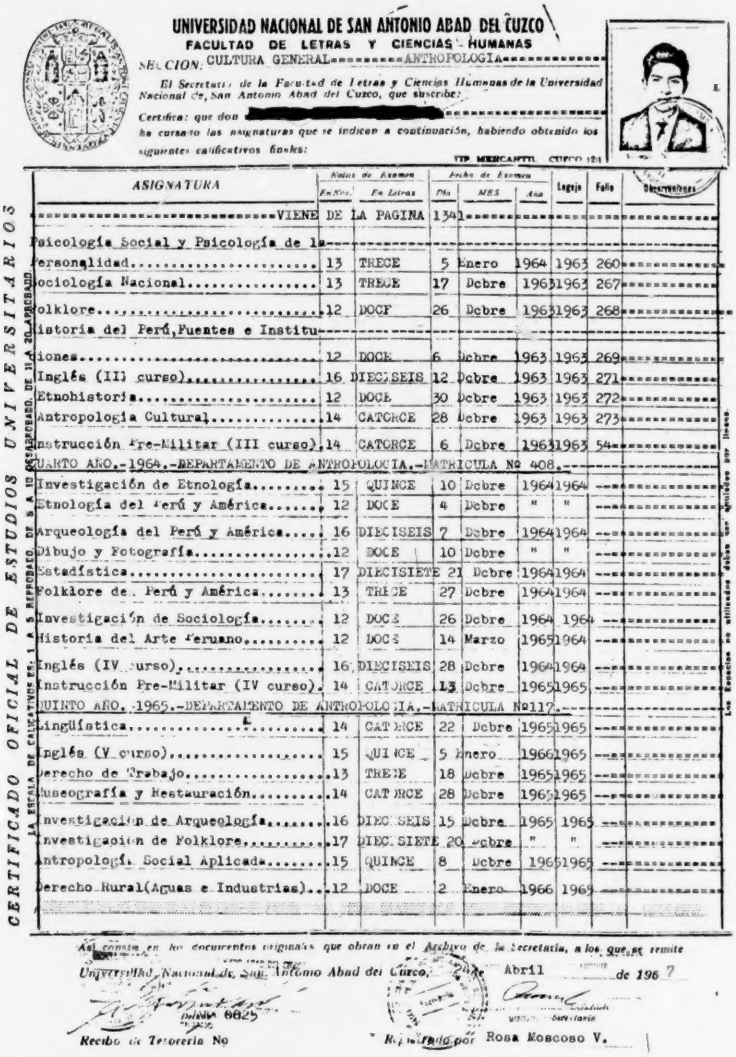
[illegible] JARA SALAS

[illegible]ARO ALVAREZ LOZADA
Secretario

Recibo de Tesorería Nº 082[illegible]

Registrado por Rosa Moscoso V.

Figure 2—Sample of a public university record



UNIVERSIDAD NACIONAL DE SAN ANTONIO ABAD DEL CUZCO

FACULTAD DE LETRAS Y CIENCIAS HUMANAS

SECCION: CULTURA GENERAL=========ANTROPOLOGIA============

El Secretario de la Facultad de Letras y Ciencias Humanas de la Universidad Nacional de San Antonio Abad del Cuzco, que suscribe:

Certifica: que don [redacted]==================

ha cursado las asignaturas que se indican a continuación, habiendo obtenido los siguientes calificativos finales:

TIP. MERCANTIL CUZCO

CERTIFICADO OFICIAL DE ESTUDIOS UNIVERSITARIOS

LA ESCALA DE CALIFICATIVOS ES: 1 A 5 REPROBADO, DE 6 A 10 DESAPROBADO, DE 11 A 20 APROBADO.

ASIGNATURA	Notas de Examen		Fecha de Examen			Legajo	Folio	Observaciones
	En Nos.	En Letras	Día	MES	Año			
==========================VIENE	DE LA PAGINA		134					
Psicología Social y Psicología de la Personalidad	13	TRECE	5	Enero	1964	1963	260	
Sociología Nacional	13	TRECE	17	Dcbre	1963	1963	267	
Folklore	12	DOCE	26	Dcbre	1963	1963	268	
Historia del Perú, Fuentes e Instituciones	12	DOCE	6	Dcbre	1963	1963	269	
Inglés (III curso)	16	DIECISEIS	12	Dcbre	1963	1963	271	
Etnohistoria	12	DOCE	30	Dcbre	1963	1963	272	
Antropología Cultural	14	CATORCE	28	Dcbre	1963	1963	273	
Instrucción Pre-Militar (III curso)	14	CATORCE	6	Dcbre	1963	1963	54	
CUARTO AÑO.-1964.-DEPARTAMENTO DE ANTROPOLOGIA.-MATRICULA Nº 408.-								
Investigación de Etnología	15	QUINCE	10	Dcbre	1964	1964		
Etnología del Perú y América	12	DOCE	4	Dcbre	"	"		
Arqueología del Perú y América	16	DIECISEIS	7	Dcbre	1964	1964		
Dibujo y Fotografía	12	DOCE	10	Dcbre	"	"		
Estadística	17	DIECISIETE	21	Dcbre	1964	1964		
Folklore del Perú y América	13	TRECE	27	Dcbre	1964	1964		
Investigación de Sociología	12	DOCE	26	Dcbre	1964	1964		
Historia del Arte Peruano	12	DOCE	14	Marzo	1965	1964		
Inglés (IV curso)	16	DIECISEIS	28	Dcbre	1964	1964		
Instrucción Pre-Militar (IV curso)	14	CATORCE	13	Dcbre	1965	1965		
QUINTO AÑO. 1965.-DEPARTAMENTO DE ANTROPOLOGIA.-MATRICULA Nº117.-								
Lingüística	14	CATORCE	22	Dcbre	1965	1965		
Inglés (V curso)	15	QUINCE	5	Enero	1966	1965		
Derecho de Trabajo	13	TRECE	18	Dcbre	1965	1965		
Museografía y Restauración	14	CATORCE	28	Dcbre	1965	1965		
Investigación de Arqueología	16	DIECISEIS	15	Dcbre	1965	1965		
Investigación de Folklore	17	DIECISIETE	20	Dcbre	"	"		
Antropología Social Aplicada	15	QUINCE	8	Dcbre	1965	1965		
Derecho Rural (Aguas e Industrias)	12	DOCE	2	Enero	1966	1965		

Los Espacios no utilizados deben ser anulados por líneas.

Así consta en los documentos originales que obran en el Archivo de la Secretaría, a los que se remite

Universidad Nacional de San Antonio Abad del Cuzco, 2 de Abril de 1967

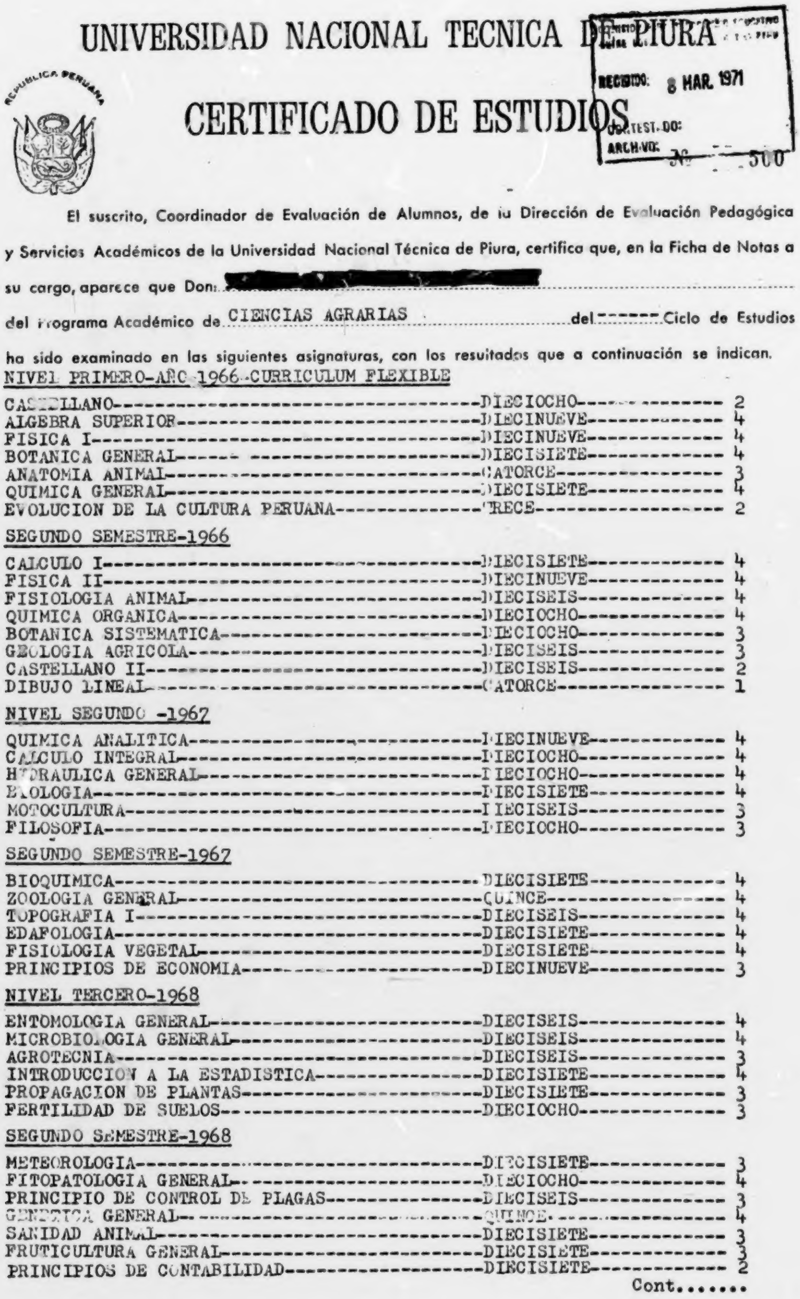
0825

Recibo de Tesorería No

El Secretario

Registrado por Rosa Moscoso V.

Figure 3—Continuation of preceding



UNIVERSIDAD NACIONAL TECNICA DE PIURA

REPUBLICA PERUANA

CERTIFICADO DE ESTUDIOS

RECIBIDO: 8 MAR. 1971
CONTESTADO:
ARCHIVO:
Nº 500

El suscrito, Coordinador de Evaluación de Alumnos, de la Dirección de Evaluación Pedagógica y Servicios Académicos de la Universidad Nacional Técnica de Piura, certifica que, en la Ficha de Notas a su cargo, aparece que Don [redacted] del Programa Académico de CIENCIAS AGRARIAS del ------ Ciclo de Estudios ha sido examinado en las siguientes asignaturas, con los resultados que a continuación se indican.

NIVEL PRIMERO-AÑO 1966-CURRICULUM FLEXIBLE

CASTELLANO	DIECIOCHO	2
ALGEBRA SUPERIOR	DIECINUEVE	4
FISICA I	DIECINUEVE	4
BOTANICA GENERAL	DIECISIETE	4
ANATOMIA ANIMAL	CATORCE	3
QUIMICA GENERAL	DIECISIETE	4
EVOLUCION DE LA CULTURA PERUANA	TRECE	2

SEGUNDO SEMESTRE-1966

CALCULO I	DIECISIETE	4
FISICA II	DIECINUEVE	4
FISIOLOGIA ANIMAL	DIECISEIS	4
QUIMICA ORGANICA	DIECIOCHO	4
BOTANICA SISTEMATICA	DIECIOCHO	3
GEOLOGIA AGRICOLA	DIECISEIS	3
CASTELLANO II	DIECISEIS	2
DIBUJO LINEAL	CATORCE	1

NIVEL SEGUNDO -1967

QUIMICA ANALITICA	DIECINUEVE	4
CALCULO INTEGRAL	DIECIOCHO	4
HIDRAULICA GENERAL	DIECIOCHO	4
BIOLOGIA	DIECISIETE	4
MOTOCULTURA	DIECISEIS	3
FILOSOFIA	DIECIOCHO	3

SEGUNDO SEMESTRE-1967

BIOQUIMICA	DIECISIETE	4
ZOOLOGIA GENERAL	QUINCE	4
TOPOGRAFIA I	DIECISEIS	4
EDAFOLOGIA	DIECISIETE	4
FISIOLOGIA VEGETAL	DIECISIETE	4
PRINCIPIOS DE ECONOMIA	DIECINUEVE	3

NIVEL TERCERO-1968

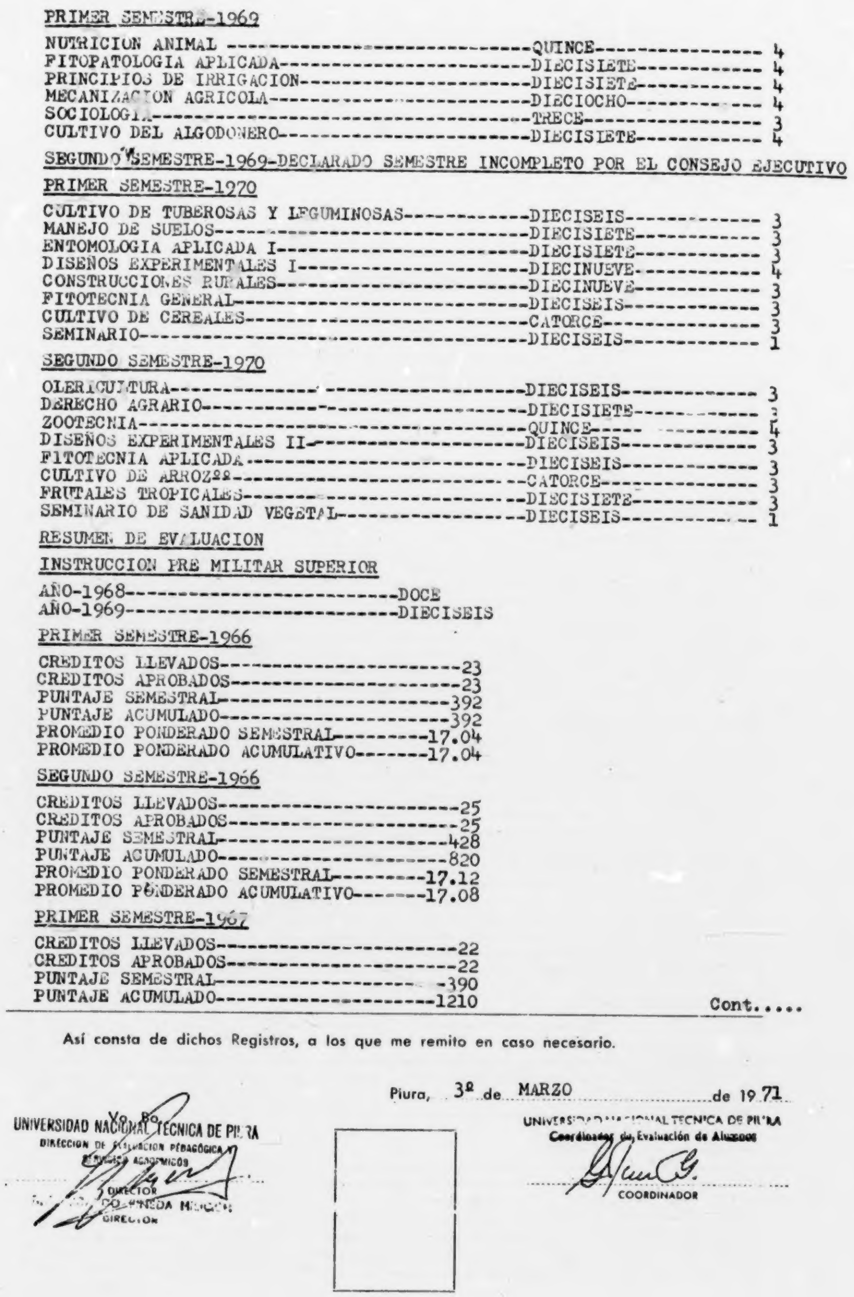
ENTOMOLOGIA GENERAL	DIECISEIS	4
MICROBIOLOGIA GENERAL	DIECISEIS	4
AGROTECNIA	DIECISEIS	3
INTRODUCCION A LA ESTADISTICA	DIECISIETE	4
PROPAGACION DE PLANTAS	DIECISIETE	3
FERTILIDAD DE SUELOS	DIECIOCHO	3

SEGUNDO SEMESTRE-1968

METEOROLOGIA	DIECISIETE	3
FITOPATOLOGIA GENERAL	DIECIOCHO	4
PRINCIPIO DE CONTROL DE PLAGAS	DIECISEIS	3
GENETICA GENERAL	QUINCE	4
SANIDAD ANIMAL	DIECISIETE	3
FRUTICULTURA GENERAL	DIECISIETE	3
PRINCIPIOS DE CONTABILIDAD	DIECISIETE	2

Cont.......

Figure 4—Sample of another public university record



PRIMER SEMESTRE-1969

NUTRICION ANIMAL	QUINCE	4
FITOPATOLOGIA APLICADA	DIECISIETE	4
PRINCIPIOS DE IRRIGACION	DIECISIETE	4
MECANIZACION AGRICOLA	DIECIOCHO	4
SOCIOLOGIA	TRECE	3
CULTIVO DEL ALGODONERO	DIECISIETE	4

SEGUNDO SEMESTRE-1969-DECLARADO SEMESTRE INCOMPLETO POR EL CONSEJO EJECUTIVO

PRIMER SEMESTRE-1970

CULTIVO DE TUBEROSAS Y LEGUMINOSAS	DIECISEIS	3
MANEJO DE SUELOS	DIECISIETE	3
ENTOMOLOGIA APLICADA I	DIECISIETE	3
DISEÑOS EXPERIMENTALES I	DIECINUEVE	4
CONSTRUCCIONES RURALES	DIECINUEVE	3
FITOTECNIA GENERAL	DIECISEIS	3
CULTIVO DE CEREALES	CATORCE	3
SEMINARIO	DIECISEIS	1

SEGUNDO SEMESTRE-1970

OLERICULTURA	DIECISEIS	3
DERECHO AGRARIO	DIECISIETE	3
ZOOTECNIA	QUINCE	4
DISEÑOS EXPERIMENTALES II	DIECISEIS	3
FITOTECNIA APLICADA	DIECISEIS	3
CULTIVO DE ARROZºº	CATORCE	3
FRUTALES TROPICALES	DIECISIETE	3
SEMINARIO DE SANIDAD VEGETAL	DIECISEIS	1

RESUMEN DE EVALUACION

INSTRUCCION PRE MILITAR SUPERIOR

AÑO-1968	DOCE
AÑO-1969	DIECISEIS

PRIMER SEMESTRE-1966

CREDITOS LLEVADOS	23
CREDITOS APROBADOS	23
PUNTAJE SEMESTRAL	392
PUNTAJE ACUMULADO	392
PROMEDIO PONDERADO SEMESTRAL	17.04
PROMEDIO PONDERADO ACUMULATIVO	17.04

SEGUNDO SEMESTRE-1966

CREDITOS LLEVADOS	25
CREDITOS APROBADOS	25
PUNTAJE SEMESTRAL	428
PUNTAJE ACUMULADO	820
PROMEDIO PONDERADO SEMESTRAL	17.12
PROMEDIO PONDERADO ACUMULATIVO	17.08

PRIMER SEMESTRE-1967

CREDITOS LLEVADOS	22
CREDITOS APROBADOS	22
PUNTAJE SEMESTRAL	390
PUNTAJE ACUMULADO	1210

Cont.....

Así consta de dichos Registros, a los que me remito en caso necesario.

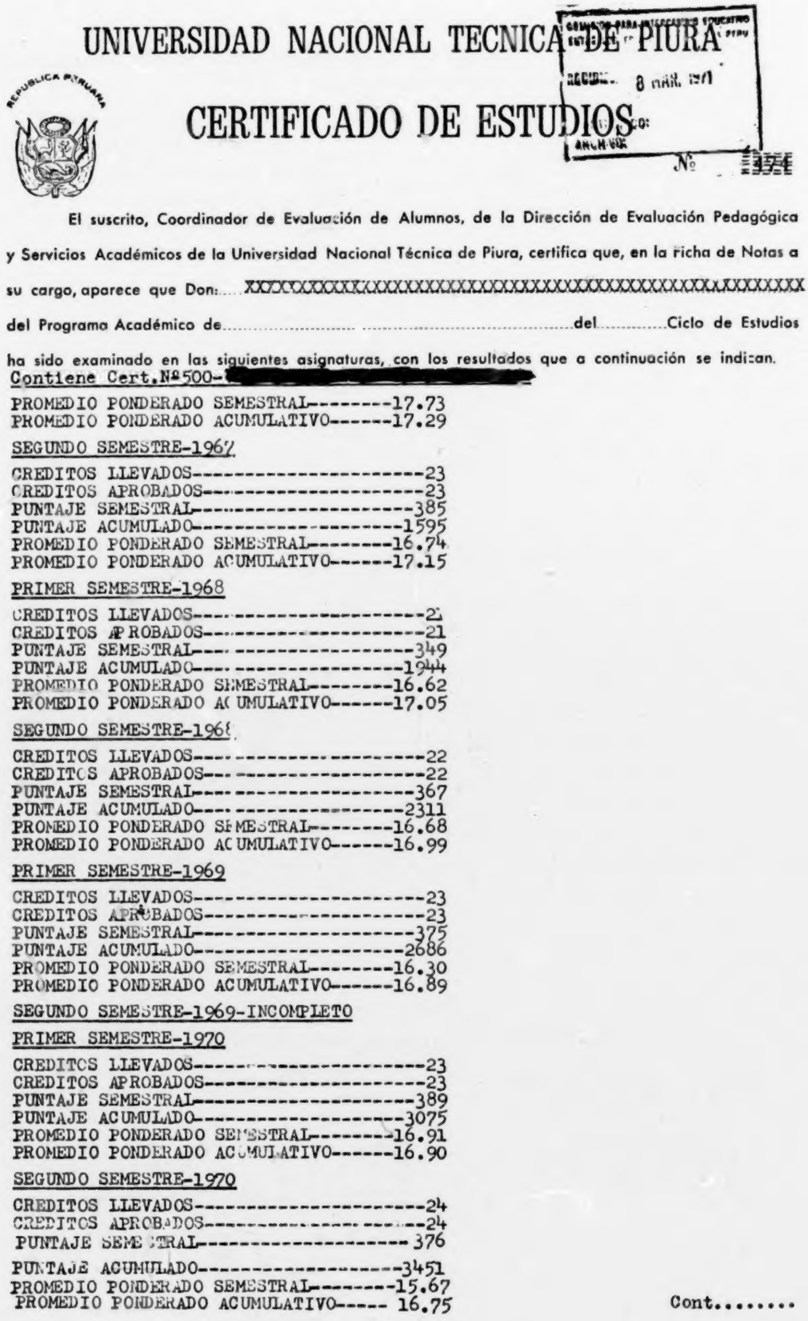
Piura, 3º de MARZO de 1971

Vo. Bo.

UNIVERSIDAD NACIONAL TECNICA DE PIURA
DIRECCION DE EVALUACION PEDAGOGICA Y SERVICIOS ACADEMICOS
DIRECTOR
[illegible] PINEDA [illegible]
DIRECTOR

UNIVERSIDAD NACIONAL TECNICA DE PIURA
Coordinador de Evaluación de Alumnos
COORDINADOR

Figure 5—Continuation of preceding



UNIVERSIDAD NACIONAL TECNICA DE PIURA

CERTIFICADO DE ESTUDIOS

COMISION PARA INTERCAMBIO EDUCATIVO
PERU
RECIBIDO 8 MAR. 1971
ARCHIVO:

Nº [redacted]

El suscrito, Coordinador de Evaluación de Alumnos, de la Dirección de Evaluación Pedagógica y Servicios Académicos de la Universidad Nacional Técnica de Piura, certifica que, en la ficha de Notas a su cargo, aparece que Don:.... XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX del Programa Académico de...del...........Ciclo de Estudios ha sido examinado en las siguientes asignaturas, con los resultados que a continuación se indican.

Contiene Cert.Nº500-[redacted]

PROMEDIO PONDERADO SEMESTRAL--------17.73
PROMEDIO PONDERADO ACUMULATIVO------17.29

SEGUNDO SEMESTRE-1967

CREDITOS LLEVADOS---------------------23
CREDITOS APROBADOS--------------------23
PUNTAJE SEMESTRAL---------------------385
PUNTAJE ACUMULADO--------------------1595
PROMEDIO PONDERADO SEMESTRAL--------16.74
PROMEDIO PONDERADO ACUMULATIVO------17.15

PRIMER SEMESTRE-1968

CREDITOS LLEVADOS---------------------21
CREDITOS APROBADOS--------------------21
PUNTAJE SEMESTRAL---------------------349
PUNTAJE ACUMULADO--------------------1944
PROMEDIO PONDERADO SEMESTRAL--------16.62
PROMEDIO PONDERADO ACUMULATIVO------17.05

SEGUNDO SEMESTRE-1968

CREDITOS LLEVADOS---------------------22
CREDITOS APROBADOS--------------------22
PUNTAJE SEMESTRAL---------------------367
PUNTAJE ACUMULADO--------------------2311
PROMEDIO PONDERADO SEMESTRAL--------16.68
PROMEDIO PONDERADO ACUMULATIVO------16.99

PRIMER SEMESTRE-1969

CREDITOS LLEVADOS---------------------23
CREDITOS APROBADOS--------------------23
PUNTAJE SEMESTRAL---------------------375
PUNTAJE ACUMULADO--------------------2686
PROMEDIO PONDERADO SEMESTRAL--------16.30
PROMEDIO PONDERADO ACUMULATIVO------16.89

SEGUNDO SEMESTRE-1969-INCOMPLETO

PRIMER SEMESTRE-1970

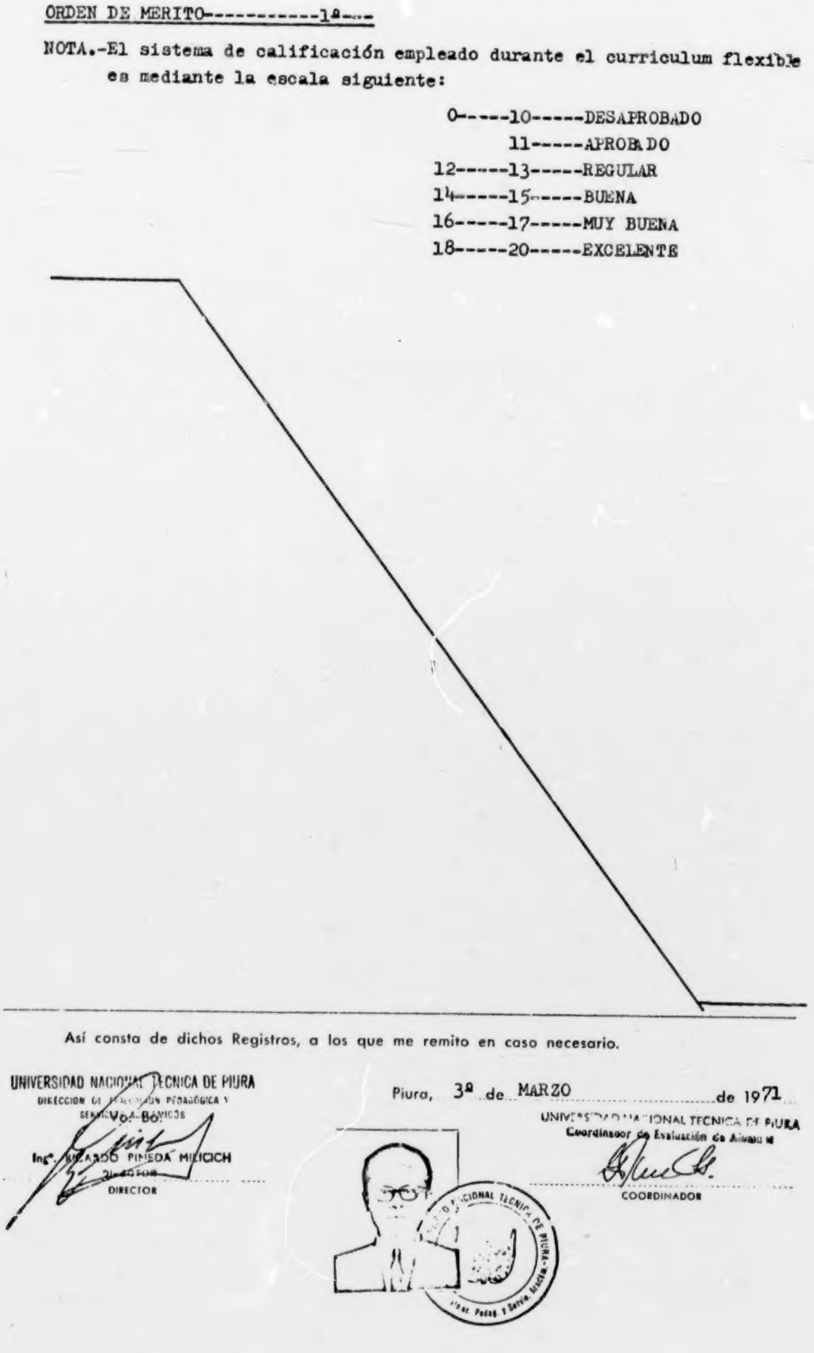
CREDITOS LLEVADOS---------------------23
CREDITOS APROBADOS--------------------23
PUNTAJE SEMESTRAL---------------------389
PUNTAJE ACUMULADO--------------------3075
PROMEDIO PONDERADO SEMESTRAL--------16.91
PROMEDIO PONDERADO ACUMULATIVO------16.90

SEGUNDO SEMESTRE-1970

CREDITOS LLEVADOS---------------------24
CREDITOS APROBADOS--------------------24
PUNTAJE SEMESTRAL--------------------376
PUNTAJE ACUMULADO------------------3451
PROMEDIO PONDERADO SEMESTRAL--------15.67
PROMEDIO PONDERADO ACUMULATIVO----- 16.75

Cont........

Figure 6—Continuation of preceding



ORDEN DE MERITO-----------1ª---

NOTA.-El sistema de calificación empleado durante el curriculum flexible es mediante la escala siguiente:

0-----10-----DESAPROBADO
11-----APROBADO
12-----13-----REGULAR
14-----15-----BUENA
16-----17-----MUY BUENA
18-----20-----EXCELENTE

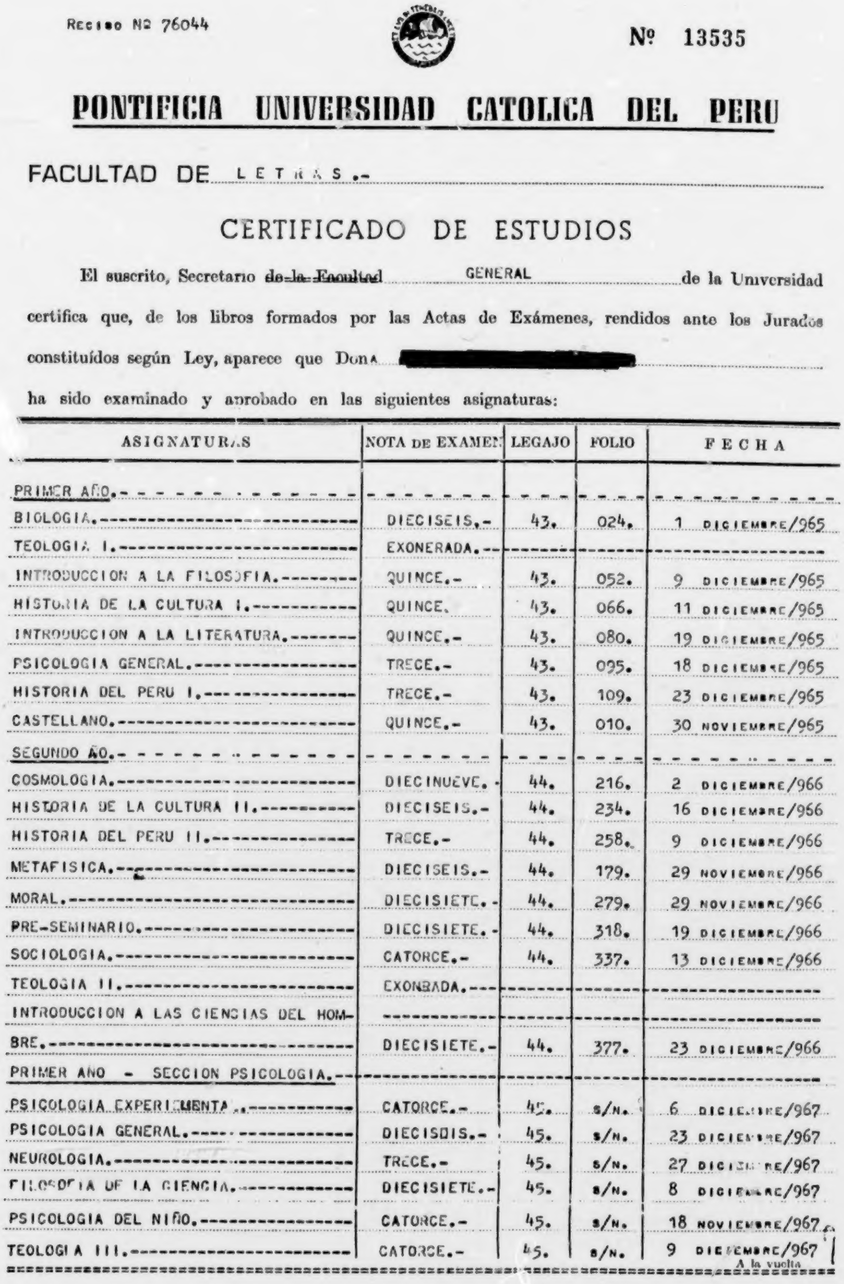
Así consta de dichos Registros, a los que me remito en caso necesario.

UNIVERSIDAD NACIONAL TECNICA DE PIURA
DIRECCION DE EVALUACION PEDAGOGICA Y
SERVICIOS ACADEMICOS
Vo. Bo.
Ingº. RICARDO PINEDA MILICICH
DIRECTOR
DIRECTOR

Piura, 3ª de MARZO de 1971

UNIVERSIDAD NACIONAL TECNICA DE PIURA
Coordinador de Evaluación de Alumnos
COORDINADOR

Figure 7—Continuation of preceding



Recibo N° 76044

N° 13535

PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU

FACULTAD DE LETRAS.-

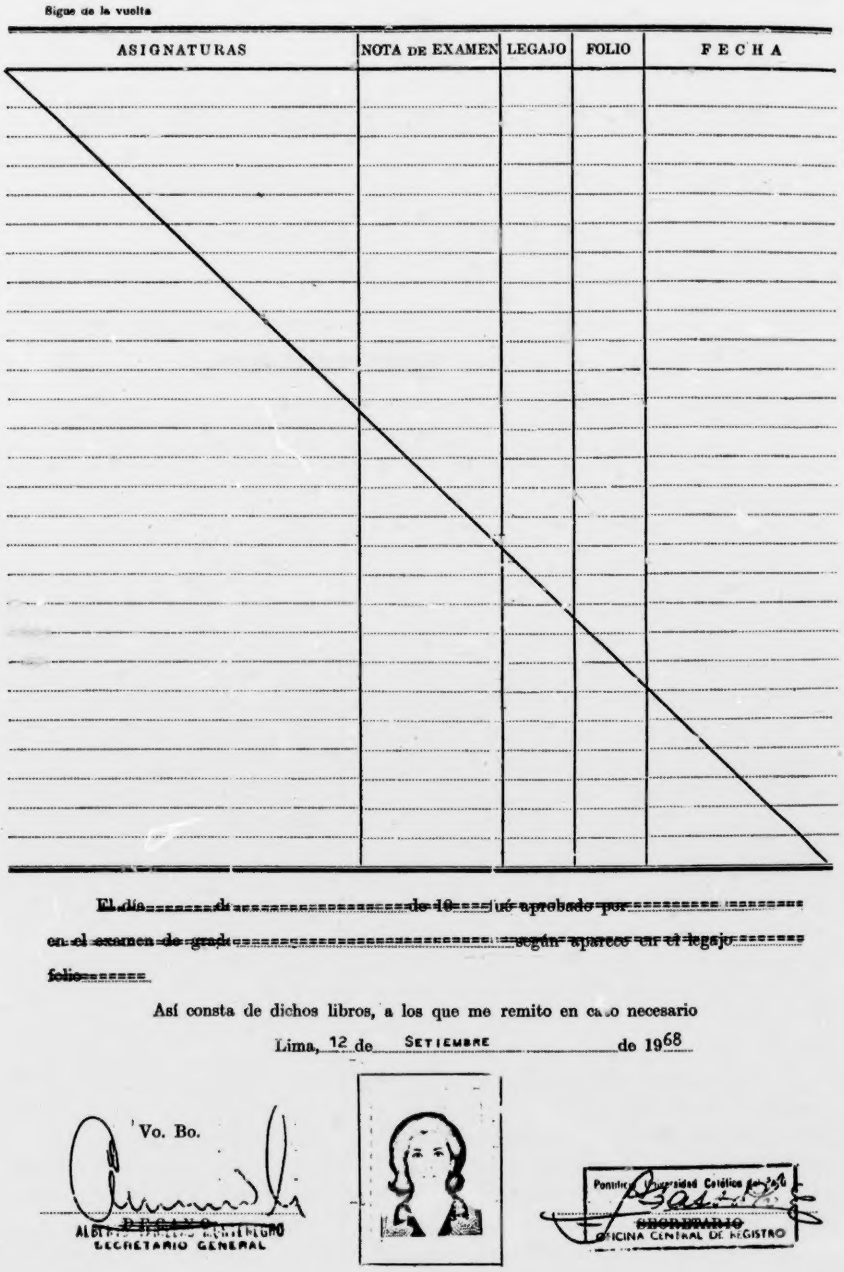
CERTIFICADO DE ESTUDIOS

El suscrito, Secretario ~~de la Facultad~~ GENERAL de la Universidad certifica que, de los libros formados por las Actas de Exámenes, rendidos ante los Jurados constituídos según Ley, aparece que DonA [redacted] ha sido examinado y aprobado en las siguientes asignaturas:

ASIGNATURAS	NOTA DE EXAMEN	LEGAJO	FOLIO	FECHA
PRIMER AÑO.-				
BIOLOGIA.	DIECISEIS.-	43.	024.	1 DICIEMBRE/965
TEOLOGIA I.	EXONERADA.			
INTRODUCCION A LA FILOSOFIA.	QUINCE.-	43.	052.	9 DICIEMBRE/965
HISTORIA DE LA CULTURA I.	QUINCE.	43.	066.	11 DICIEMBRE/965
INTRODUCCION A LA LITERATURA.	QUINCE.-	43.	080.	19 DICIEMBRE/965
PSICOLOGIA GENERAL.	TRECE.-	43.	095.	18 DICIEMBRE/965
HISTORIA DEL PERU I.	TRECE.-	43.	109.	23 DICIEMBRE/965
CASTELLANO.	QUINCE.-	43.	010.	30 NOVIEMBRE/965
SEGUNDO AÑO.-				
COSMOLOGIA.	DIECINUEVE.-	44.	216.	2 DICIEMBRE/966
HISTORIA DE LA CULTURA II.	DIECISEIS.-	44.	234.	16 DICIEMBRE/966
HISTORIA DEL PERU II.	TRECE.-	44.	258.	9 DICIEMBRE/966
METAFISICA.	DIECISEIS.-	44.	179.	29 NOVIEMBRE/966
MORAL.	DIECISIETE.-	44.	279.	29 NOVIEMBRE/966
PRE-SEMINARIO.	DIECISIETE.-	44.	318.	19 DICIEMBRE/966
SOCIOLOGIA.	CATORCE.-	44.	337.	13 DICIEMBRE/966
TEOLOGIA II.	EXONERADA.			
INTRODUCCION A LAS CIENCIAS DEL HOMBRE.	DIECISIETE.-	44.	377.	23 DICIEMBRE/966
PRIMER AÑO - SECCION PSICOLOGIA.-				
PSICOLOGIA EXPERIMENTAL.	CATORCE.-	45.	s/n.	6 DICIEMBRE/967
PSICOLOGIA GENERAL.	DIECISEIS.-	45.	s/n.	23 DICIEMBRE/967
NEUROLOGIA.	TRECE.-	45.	s/n.	27 DICIEMBRE/967
FILOSOFIA DE LA CIENCIA.	DIECISIETE.-	45.	s/n.	8 DICIEMBRE/967
PSICOLOGIA DEL NIÑO.	CATORCE.-	45.	s/n.	18 NOVIEMBRE/967
TEOLOGIA III.	CATORCE.-	45.	s/n.	9 DICIEMBRE/967

A la vuelta

Figure 8—Sample of a private university record



Sigue de la vuelta

ASIGNATURAS	NOTA DE EXAMEN	LEGAJO	FOLIO	FECHA

~~El día~~ .... ~~de~~ .... ~~de 19~~ .... ~~fué aprobado por~~ ....

~~en el examen de grado~~ .... ~~según aparece en el legajo~~ ....

~~folio~~ ....

Así consta de dichos libros, a los que me remito en caso necesario

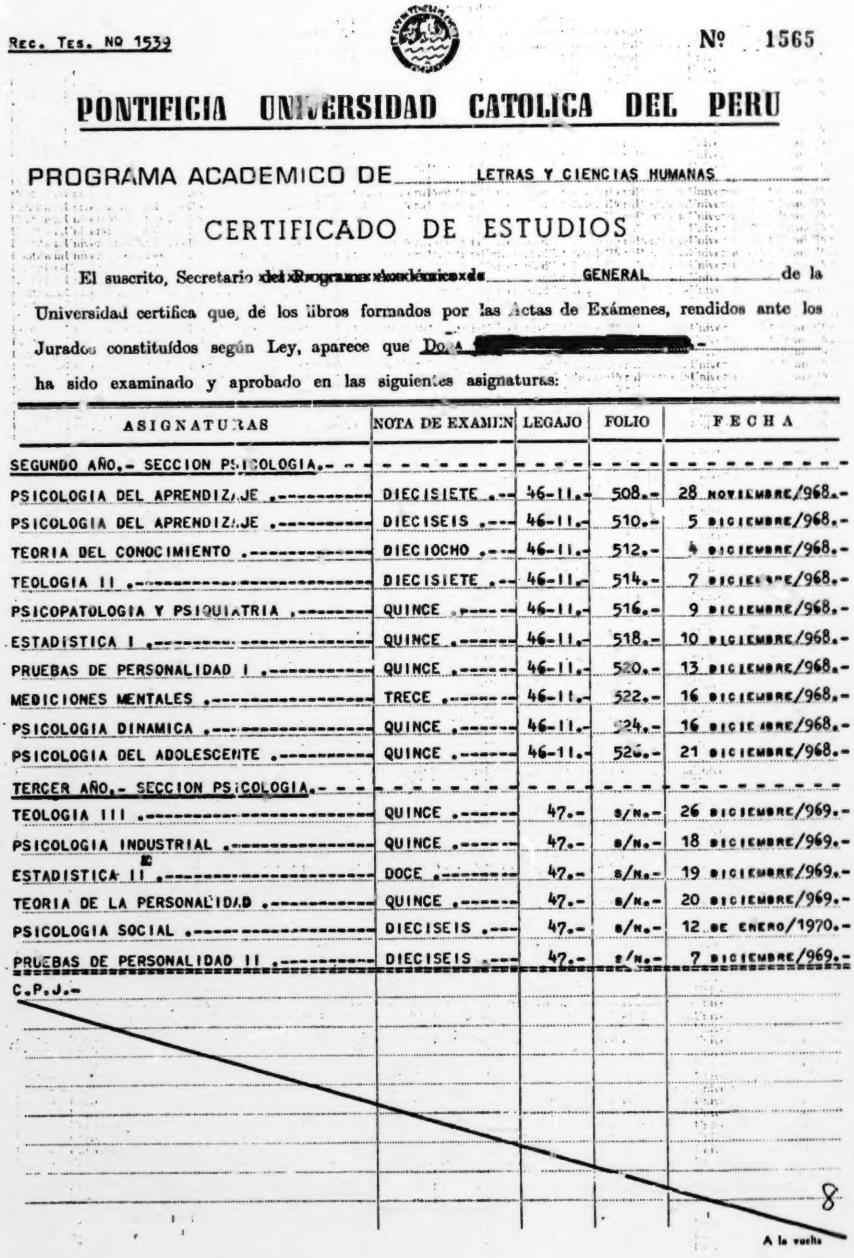
Lima, 12 de Setiembre de 1968

Vo. Bo.

~~DECANO~~
ALBERTO [illegible] MONTENEGRO
SECRETARIO GENERAL

Pontificia Universidad Católica del Perú
~~SECRETARIO~~
OFICINA CENTRAL DE REGISTRO

Figure 9 —Continuation of preceding



REC. TES. Nº 1539

Nº 1565

PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU

PROGRAMA ACADEMICO DE LETRAS Y CIENCIAS HUMANAS

CERTIFICADO DE ESTUDIOS

El suscrito, Secretario ~~del Programa Académico de~~ GENERAL de la Universidad certifica que, de los libros formados por las Actas de Exámenes, rendidos ante los Jurados constituídos según Ley, aparece que Do [redacted]- ha sido examinado y aprobado en las siguientes asignaturas:

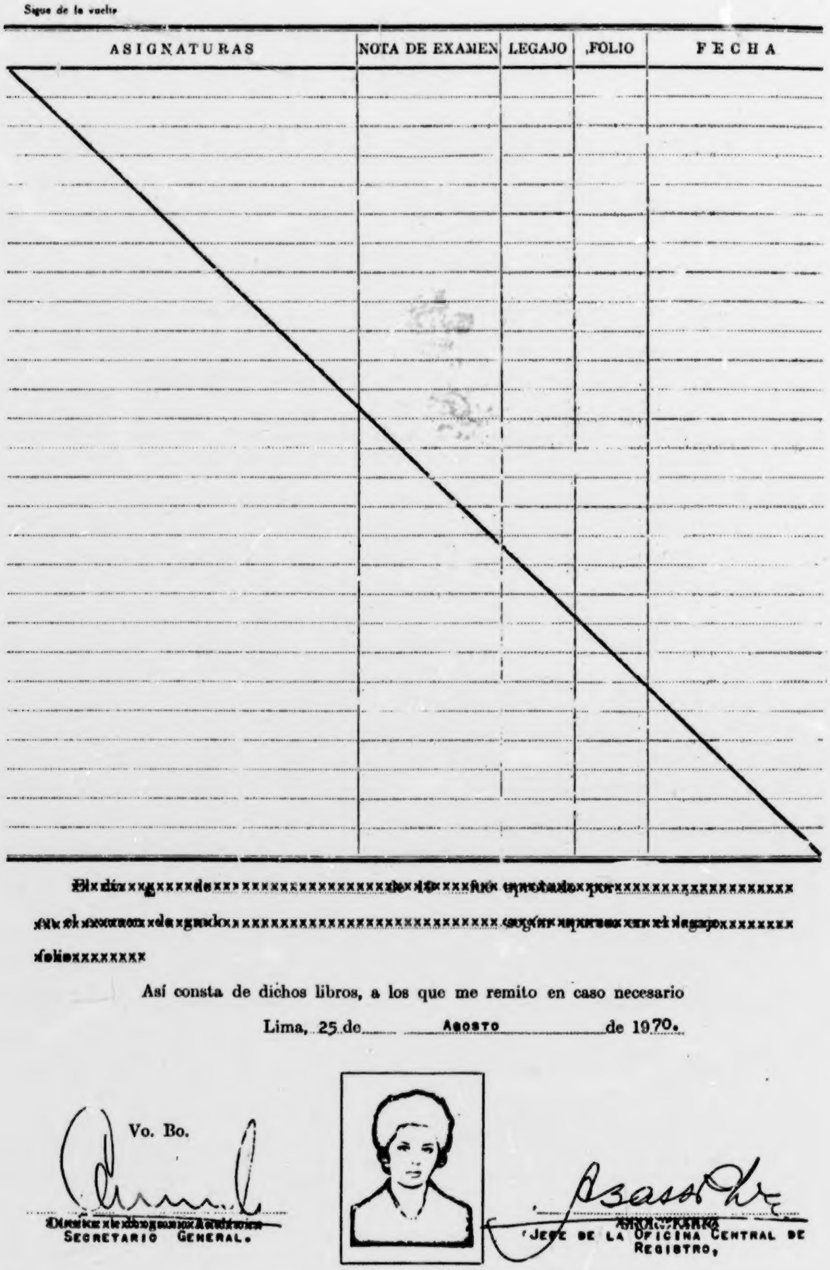
ASIGNATURAS	NOTA DE EXAMEN	LEGAJO	FOLIO	FECHA
SEGUNDO AÑO.- SECCION PSICOLOGIA.- - -	- - - - - - - -	- - - -	- - - -	- - - - - - - - - - -
PSICOLOGIA DEL APRENDIZAJE .----------	DIECISIETE .--	46-11.-	508.-	28 NOVIEMBRE/968.-
PSICOLOGIA DEL APRENDIZAJE .----------	DIECISEIS .---	46-11.-	510.-	5 DICIEMBRE/968.-
TEORIA DEL CONOCIMIENTO .-------------	DIECIOCHO .---	46-11.-	512.-	4 DICIEMBRE/968.-
TEOLOGIA II .-------------------------	DIECISIETE .--	46-11.-	514.-	7 DICIEMBRE/968.-
PSICOPATOLOGIA Y PSIQUIATRIA .--------	QUINCE .------	46-11.-	516.-	9 DICIEMBRE/968.-
ESTADISTICA I .-----------------------	QUINCE .------	46-11.-	518.-	10 DICIEMBRE/968.-
PRUEBAS DE PERSONALIDAD I .-----------	QUINCE .------	46-11.-	520.-	13 DICIEMBRE/968.-
MEDICIONES MENTALES .-----------------	TRECE .-------	46-11.-	522.-	16 DICIEMBRE/968.-
PSICOLOGIA DINAMICA .-----------------	QUINCE .------	46-11.-	524.-	16 DICIEMBRE/968.-
PSICOLOGIA DEL ADOLESCENTE .----------	QUINCE .------	46-11.-	526.-	21 DICIEMBRE/968.-
TERCER AÑO.- SECCION PSICOLOGIA.- - -	- - - - - - - -	- - - -	- - - -	- - - - - - - - - - -
TEOLOGIA III .------------------------	QUINCE .------	47.-	S/N.-	26 DICIEMBRE/969.-
PSICOLOGIA INDUSTRIAL .---------------	QUINCE .------	47.-	S/N.-	18 DICIEMBRE/969.-
ESTADISTICA II .----------------------	DOCE .--------	47.-	S/N.-	19 DICIEMBRE/969.-
TEORIA DE LA PERSONALIDAD .-----------	QUINCE .------	47.-	S/N.-	20 DICIEMBRE/969.-
PSICOLOGIA SOCIAL .-------------------	DIECISEIS .---	47.-	S/N.-	12 DE ENERO/1970.-
PRUEBAS DE PERSONALIDAD II .----------	DIECISEIS .---	47.-	S/N.-	7 DICIEMBRE/969.-

C.P.J.-

8

A la vuelta

Figure 10—Continuation of preceding



Sigue de la vuelta

ASIGNATURAS	NOTA DE EXAMEN	LEGAJO	FOLIO	FECHA

~~El día de de 19 fue aprobado por~~

~~en el examen de grado según aparece en el legajo~~

~~folio~~

Así consta de dichos libros, a los que me remito en caso necesario

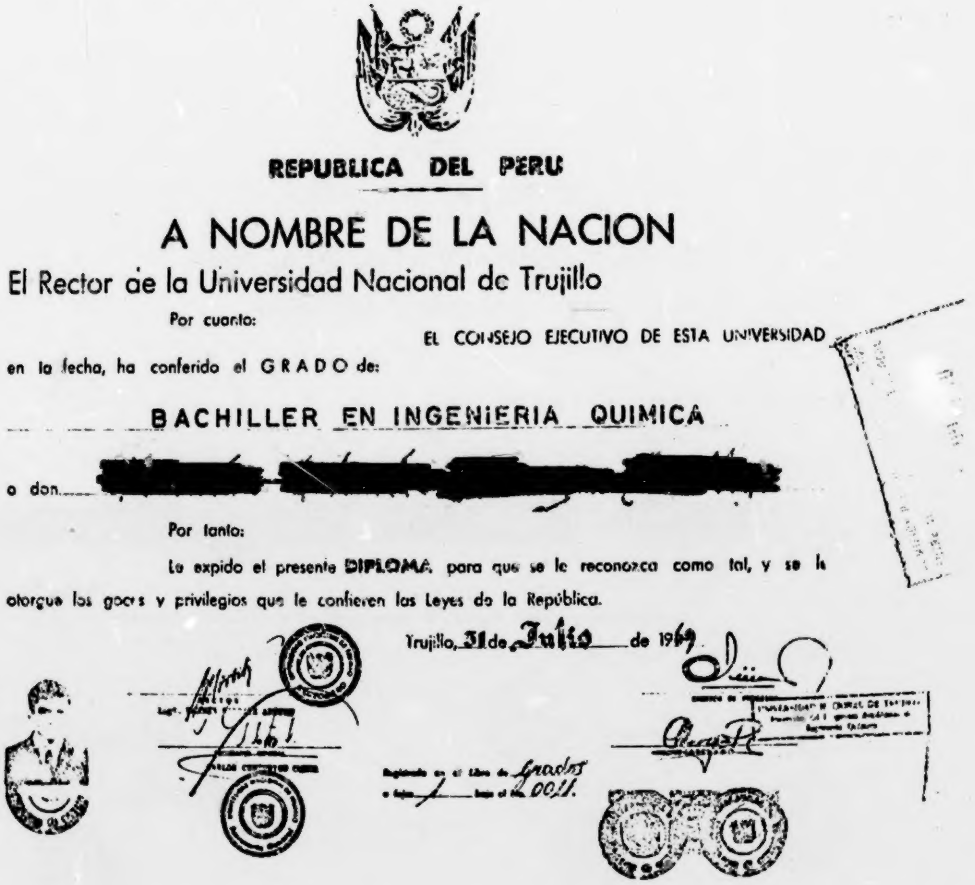
Lima, 25 de Agosto de 1970.

Vo. Bo.

~~Director de Programas Académicos~~
SECRETARIO GENERAL.

~~SECRETARIO~~
JEFE DE LA OFICINA CENTRAL DE REGISTRO,

Figure 11—Continuation of preceding



REPUBLICA DEL PERU

A NOMBRE DE LA NACION

El Rector de la Universidad Nacional de Trujillo

Por cuanto:

EL CONSEJO EJECUTIVO DE ESTA UNIVERSIDAD

en la fecha, ha conferido el GRADO de:

BACHILLER EN INGENIERIA QUIMICA

a don [redacted]

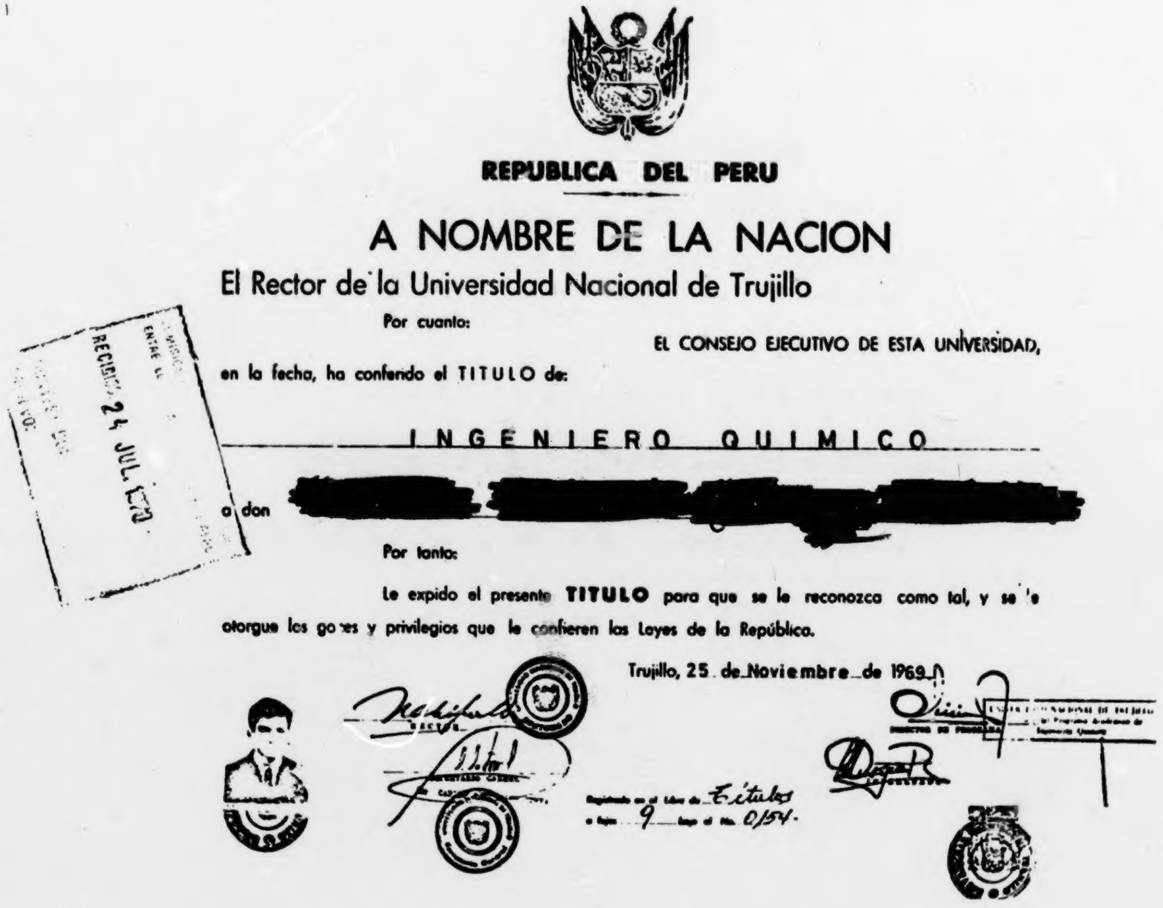
Por tanto:

Le expido el presente **DIPLOMA** para que se le reconozca como tal, y se le otorgue los goces y privilegios que le confieren las Leyes de la República.

Trujillo, 31 de Julio de 1969

Registrado en el Libro de Grados
a fojas 1 bajo el No. 0011.

Figure 12—Sample of a *Bachiller* diploma



REPUBLICA DEL PERU

A NOMBRE DE LA NACION

El Rector de la Universidad Nacional de Trujillo

Por cuanto:

EL CONSEJO EJECUTIVO DE ESTA UNIVERSIDAD,

en la fecha, ha conferido el TITULO de:

INGENIERO QUIMICO

a don [redacted]

Por tanto:

Le expido el presente **TITULO** para que se le reconozca como tal, y se le otorgue los goces y privilegios que le confieren las Leyes de la República.

Trujillo, 25 de Noviembre de 1969

RECTOR

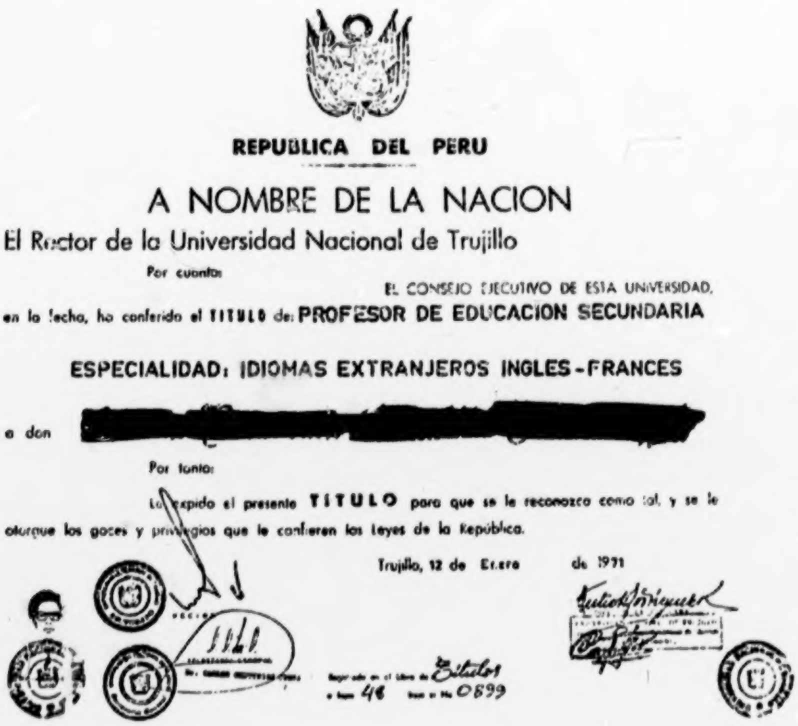
SECRETARIO GENERAL

DIRECTOR DE PROGRAMA

Registrado en el libro de Títulos a fojas 9 bajo el No. 0154.

RECIBIDO 24 JUL.

Figure 13—Sample of a title in Engineering



REPUBLICA DEL PERU

A NOMBRE DE LA NACION

El Rector de la Universidad Nacional de Trujillo

Por cuanto:

EL CONSEJO EJECUTIVO DE ESTA UNIVERSIDAD,

en la fecha, ha conferido el TITULO de: **PROFESOR DE EDUCACION SECUNDARIA**

ESPECIALIDAD: IDIOMAS EXTRANJEROS INGLES-FRANCES

a don [redacted]

Por tanto:

Lo expido el presente **TITULO** para que se le reconozca como tal, y se le otorgue los goces y privilegios que le confieren las leyes de la República.

Trujillo, 12 de Enero de 1971

[illegible] Titulos
[illegible] 46 [illegible] 0899

Figure 14—Sample of a title in Secondary Education

APPENDIX A—WORKSHOP STAFF, PARTICIPANTS, OBSERVERS

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College Entrance Examination Board, San Juan, Puerto Rico 00919

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APPENDIX B—PUERTO RICO

The idea of including a session on Puerto Rico in the workshop program was originally suggested to the editor, in his capacity as Workshop Project Director, by Mrs. Virginia Fisher, then Assistant Director of Admissions at Long Island University, Brooklyn, New York. Mrs. Fisher had been concerned for some time, as have many admissions officers, with the problems posed by Puerto Rican applicants to her institution. These problems are essentially those of lack of familiarity with Puerto Rican secondary schools and higher educational institutions, and uncertainty about Puerto Rican students' academic ability and English language proficiency. The existence of the Puerto Rico Office of the College Entrance Examination Board provided an opportunity to examine these problems at the workshop, and so it was decided to ask Dr. Jorge J. Dieppa, Director of the Office, to address the workshop group on the afternoon of the first day on the two topics of the Board's testing program in Puerto Rico and the admission of Puerto Rican students to stateside institutions. The following is an edited transcript of his remarks.

My interest in talking to you today comes out of two preoccupations of mine: one has to do with your problems in admitting candidates who live in Puerto Rico and have studied here; the second has to do with Puerto Ricans who live in the States and form what has been called the third largest minority there. (If you add this group to the Chicanos or Mexican-Americans, you find that the second largest minority in the United States is Spanish-speaking.)

First, I am going to describe briefly the operations of the Puerto Rico Office of the College Entrance Examination Board. Then I am going to let this young man I brought with me, who is a candidate for admission to college next year, tell you about the problems he has had in getting admitted to a stateside institution.

The Puerto Rico Office of the College Board was established in 1963 to offer local institutions the same kind of services that the Board offers in the States. Now, seven years later, we find that we are not offering the same kind of services: we are serving a very different constituency and therefore we have had to adapt and change many of the services. Some of the programs the Board offers in the States are not available here, such as the College Level Examination Program or the Comparative Guidance and Placement Program or the other new programs the Board is working on. But we do have an Admissions Testing Program, and that is the main subject of my address to you.

We have, first of all, the *Prueba de Aptitud Académica* (PAA), which was developed as a Spanish version of the Scholastic Aptitude Test (SAT). It is not a translation of the SAT, it is not even an adaptation of the SAT: it is a Spanish SAT. What I mean is that we did not worry about or waste our time with translation; we just decided on a test that would be like the SAT in structure but suited to the culture of Spanish-speaking people.

The PAA was developed by a committee appointed in 1963 that included educators from Latin America, Puerto Rico, and the United States. Like the SAT, it has a verbal reasoning section with such items as analogies, sentence completion, reading comprehension, and antonyms, and a mathematical reasoning section which includes questions involving abstract reasoning with numbers. In a word, it is a test very like the SAT, only shorter: two and a half hours long. As does the SAT, the PAA appraises students' general ability to do college work, think critically, reason abstractly, and analyze new situations using acquired knowledge.

The test was first tried out in Puerto Rico and three countries of Latin America: Chile, Colombia, and Costa Rica. We found a high degree of agreement in the items used in these different countries. Although there are regional differences in culture and even in the use and meaning of certain words, the differences are not so great as to prevent the development of an aptitude test for use by all countries where Spanish is the vernacular.

In your folders you will find some of the data that we have gathered in the countries where we have tried out the PAA.* This report on the experimental administrations of the first form of the test includes every country in South America except Bolivia, El Salvador, and Paraguay. Those were the only countries where we could not find help in getting samples. Spain is also included in the report. A word of warning: this is merely a presentation of data. There is no intention of comparing countries, since we could not get the same kind of sample in every country. In some countries we got seniors from high school; in others we got students from the *preparatoria*, or college preparatory program; in others we had to use freshmen already enrolled. We found through these statistics that, in every country where it has been tried out, the test is adequate for ranking students regarding their potential to do college work. Whether it is more reliable in some countries than in others we cannot say at this time because the samples are not equal.

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*Persons interested in obtaining these data may write to the Puerto Rico Office of the College Entrance Examination Board, P.O. Box 1275, Hato Rey, Puerto Rico 00919.

The PAA has a very high reliability—in the high .90's according to Kuder-Richardson's Formula 20. Its validity in Puerto Rico has been determined through studies carried out at every university. The validity indices of the test vary from .40 to .60, which is very high for prediction studies of this nature. If you add to the PAA scores those of the other achievement tests taken by the students (English as a Second Language, Spanish, and Mathematics—see below) and the high school record, then the validity index is, of course, much higher. We have, however, found a curious phenomenon: at the University of Puerto Rico, Río Piedras campus, the test is a better predictor than high school grades. This is different from what you find anywhere else in Puerto Rico and in most colleges in the States. Mrs. Paquita Marcano, Director of Admissions of the University of Puerto Rico, Río Piedras campus, tells me that this was so even before the College Board office opened here, when the University had its own test. We don't know the reason for this but I suspect that it may be due to the fact that the University of Puerto Rico is very selective; the test really separates the men from the boys.

Many universities in the States were interested in our test because of the Latin American students they received, so we started gathering data with the PAA. We could not, however, find enough students at any one university in the States for validity studies. This has been tried many times through the College Board Regional Offices and the Educational Testing Service. We did find 77 students at the University of the Pacific. In a study performed in 1966, Richard Carlson of the Educational Testing Service found predictive indices that fluctuated from .20 to .40. We can't give much weight to this particular study because of the small size of the sample. What we have to do is to find ways of making the test available to you for use with Latin American students who are enrolled in your universities so that we can get enough data to determine how predictive the PAA would be in an American university.

This brings me to another important point: you have all heard of ASPIRA, the Young Lords, and the other Puerto Rican groups that are getting ready to put pressure on universities in the States to admit more Puerto Ricans. This is the age of protest against discrimination of all kinds, and you are going to find more and more frequently that Puerto Ricans seeking admission know about this test and will ask that they be allowed to take the PAA instead of the SAT. They will claim that even if you don't have validity studies, at least you will have *some* information on the candidate from the PAA which will be more precise and accurate than you would have if you ask the candidate to take the SAT alone.

When a local candidate requests that we send his scores to the United States, we also send a report which gives a very brief explanation of what the PAA is. In it you will find percentile tables for the Puerto Rican groups tested in a particular year. It also includes data for the three Achievement Tests that we give (see below). These tables will not give you any idea of how Puerto Ricans compare to United States students, but you will at least be able to tell how good a given Puerto Rican student is compared to all the other Puerto Rican students who were tested at a particular time. This information can be used as additional data in the selection of students, even if you might insist on asking for the SAT as an admission requirement.

I would like to say something else about the relation between the SAT and the PAA. Every year we have about 600 to 700 Puerto Rican youngsters taking the SAT in addition to the PAA because they want to go to college in the States. (This is almost three percent of the 25,000 students we test annually.) We have found a very high correlation between the two scores achieved by these students. The correlation between the SAT verbal and the PAA verbal is about .59. For mathematical reasoning, the correlation between the SAT and the PAA is about .87, which is very high. The PAA scores of this group average 200 points higher than the SAT scores. The explanation is very simple—they have been tested in their vernacular (on the PAA) which is what they use to think and reason; the PAA is therefore easier for them than the SAT. (You should not assume, however, that you can automatically increase the SAT score of a Puerto Rican candidate by 200 points in order to guess what his score would have been had he been a native English-speaking candidate. More research—which is underway—is necessary before we can speak with certainty about the exact relationship between the SAT and the PAA.) The correlation of .59 in the verbal section and .87 in the mathematical section was obtained in Puerto Rico with 475 candidates. In an independent study done by the Southern Regional Office of the College Board with 600 Cubans in Miami, the correlations were almost exactly the same. These are the only two groups we have tested with both tests at the same time.

In addition to the PAA, we have our own achievement tests. The first to be developed was in English, at the request of the local universities. We called it the English as a Second Language Achievement Test (ESLAT). It is not related to the Test of English as a Foreign Language (TOEFL). It is a local test following the local curricula in English and is used to determine the students' knowledge of English as a second language. Its development, incidentally, is another reason for our shortening the PAA, since if a student is tested in Puerto Rico he has to take the ESLAT as part of the morning test session together with the Aptitude Test. The reason for requiring the ESLAT is that some teaching is done in English in the universities in Puerto Rico, particularly

Freshman English. Also, most of the social science and natural science courses use textbooks in English, and there are some English-speaking professors. The universities usually do not use the latter for teaching freshman courses, except English, but there are a number of English-speaking professors teaching some of the more advanced courses. So the students do have to know English in order to gain admission to the local universities.

In 1967, again at the request of the local universities, we added achievement tests in Spanish and mathematics. These three, English, Spanish, and mathematics, are subject matter tests, their content being very closely related to the curricula of the secondary schools in Puerto Rico.

The English as a Second Language Test has proved on all the campuses to be very successful in placing students in one of the three levels of Freshman English taught at all the universities. These are 1) the *regular* course (which is a euphemism for "remedial"), 2) the *intermediate* course, which most students take, and 3) the *honors* course, which is a more advanced literary analysis and composition course, quite similar to a first-year English course in any stateside university. Our test has been able to place students with 90% accuracy on the Río Piedras campus of the University of Puerto Rico. It indicates very well at what level the student is functioning. It is a forty-five minute test, short by some standards, of grammar and reading comprehension. It is not like the TOEFL; it doesn't have a listening comprehension test, or a vocabulary test, or for that matter, some of the items that the English Composition Test of the College Board has.

The Mathematics Achievement Test includes algebra, geometry, and some advanced algebra. The reason for its not having a more advanced content is that Puerto Rican high schools have, up to this year, required only one course in mathematics for graduation. In about two years our test will be more inclusive, since the high school requirements in mathematics have been increased.

Our Spanish Achievement Test is, of course, more difficult than would be required by any stateside university, or than the regular College Board Achievement Test in Spanish. Whenever our candidates are required by stateside universities to take an optional, regular College Board Achievement Test, they always choose Spanish because it is easy for them. Our test covers grammar and linguistics, reading comprehension, literary history, and literary genres.

In addition to Achievement Tests, the Puerto Rico Office also has an Advanced Level Examination Program. This is what is called in the States the Advanced Placement Program (APP); we changed its name to Advanced Level so that it would not be confused with the regular APP. It functions the same way as the APP. High school students take college-level courses in their senior year; they are tested by us and their scores are reported on a five-point scale. We have not been sending the scores to stateside institutions because the course content is geared to that of the Puerto Rican universities, but more and more students are asking for advanced standing in stateside institutions and admissions officers have been writing us asking what it is all about. That is why we have a fact sheet in English explaining our program to admissions officers in the States.

We believe that our Advanced Level examination in Spanish is much better in regard to content than the APP examination in Spanish. The latter deals mostly with the modern literature of Spain, while our Advanced Level examination also includes Spanish-American literature, which is regarded by many authorities as more significant than what Spain is currently producing. So we are more up-to-date in that sense than the APP.

The English Advanced Level examination corresponds to the intermediate course in English here at the University of Puerto Rico, and involves mostly reading comprehension and composition. The mathematics Advanced Level examination goes all the way to advanced algebra and trigonometry and the beginnings of calculus. The candidate who takes the Advanced Level examination in mathematics is ready to start calculus if he gets high scores in the examination. Scores on Advanced Level examinations will be reported in future to stateside institutions at the candidate's request.

Among our other activities, we are currently doing a study of the financial aid needs of Puerto Rican students. This study covers all high school seniors and all university students in Puerto Rico. We are also sponsoring a study, conducted by Dr. Dean K. Whitla of Harvard, of the admissions policies of all universities in Puerto Rico.

The young man I brought with me to talk to you today is a student at Colegio San Ignacio de Loyola, a private Jesuit school. Like more and more Puerto Rican students these days, he wants to go to college in the States. This reflects an increased interest in technical fields of study that are not available here. It also reflects the desire of some parents for their children to study in the States, either because of the prestige of attending certain institutions or because their families live in the States. I have asked him if he could, from talking to his friends and from his own experience, tell you a few of the strange things he has found in applying for admission to stateside institutions.

(The following are the student's verbatim remarks.)

"I found that the main problem a student from Puerto Rico trying to gain admission to institutions in the United States faces, is a misunderstanding that Puerto Rican students are foreigners. Sometimes the admission officer himself does not consider the Puerto Rican student as a foreigner but through a secretarial error you may get a letter like this one a friend of mine received.

> 'I regret to inform you that it is a policy of the program not to accept foreign nationals. We would advise you to pursue the more classical approach to medicine following a four year undergraduate education in preparation for medical school. Best wishes in your endeavors, etc . . .'

"It is very courteous but all it says is, we do not want you here, you are not from the United States.

"Now, Puerto Ricans are not foreigners. I had the experience from a college that sent me this booklet addressed to foreign students, and it says, well, you should apply, but you might as well try some other university since our policy is not to accept foreigners here. It also asked for the Hong Kong certificate, visa and vaccinating certificates. I talked to my counselor and he wrote them a letter that said:

> 'I am sure that someone overlooked the fact that Puerto Ricans are fully United States citizens and that our financial situation, educational methodology and draft applications are exactly the same as for any other citizen living on the mainland.'

"A good student who lacks proper guidance and who wants to study in the United States—whatever his reasons may be for wanting to go there—might decide not to go to the United States. He might even change his purpose in education or his career. As a student I can tell you that. Even if the letter says, 'I am sorry', it still hurts. 'You are a foreigner, we don't want you here'—some times they would then write:

> 'We are sorry we committed an error, you are not a foreigner, here are the proper papers.'

On the other hand there are some universities that insist that you are a foreigner.

"This is the answer my counselor got: first of all, the Assistant Director of Admissions said that when he sent me this booklet he was only worried about his budget and that he wanted his expenses kept low. So he said he had sent me the lightest-weight reply he could. He insists if I were a transfer student, I would have to take the Test of English as a Foreign Language. His letter ends quite hard, I guess.

> 'I imagine that Puerto Ricans are trying to meet these kinds of problems in communicating with colleges in the United States all the time. I am sorry to have been a part of them but I think that the differences between Puerto Rico and the United States are more real than not.'

I don't know what he means by that. If he really worries about his budget, the mail comes to many students who have to write in advance to make sure we get everything on time. We are using air mail. Sometimes we worry whether our application will be in on time, but the universities should send us the application blanks by air mail—if they have to send booklets or any other information they could use surface mail. I contacted some universities in April or May and after three letters I got their application blanks two weeks ago. There is no reason for me to get application papers late in November.

"Regarding the TOEFL, if we consider that Mexican-American students living in the United States and Puerto Rican students living in the United States are not required to take this test, it only makes for another burden on the budget of students in Puerto Rico. If he is planning to go into a United States college, taking the SAT would cost $5.75, achievements $8.75, local tests about $10.00, the ACT $6.00, if we add the TOEFL we have $10.00 more which adds up to $40.00. If we count $10 or $15 for every application, some times $25.00, it is a very large amount of money. If what the university wants to know is how the students handle English or how they could handle college work in English, there are four tests that show that: the SAT, the achievement tests—most students usually take the English Composition because it is required—the ESLAT and the ACT. Puerto Ricans are at a disadvantage as compared to Latin Americans living in the United States.

"Are we different as the Director of Admissions says? Yes, culturally we are. Puerto Ricans are mostly bilingual, we live in a bilingual country, we are still part of the United States and I don't find it very encouraging to tell a student who is trying to decide on his career and who is trying to go to the university:

> 'After all, you are different and it looks as if being different is not 'in' anymore.'

The feeling of not being wanted is very strong. Here is a letter from an advisor to Foreign Students and one of the requirements they point out is:

> 'A firm commitment to return to your country following completion of the study program in the United States'

Now there is no reason why a Puerto Rican cannot stay and work in the United States.

"One last thing I want to mention. If we are admitted as 'foreign' students, we would not be able to qualify for Federal loans and many other forms of financial aid that we may need. Also, I would not like the idea of 'tokenism'; being accepted because I am a Puerto Rican. I want to be accepted because of my own worth and because the college offers the kind of program I'm interested in."